

Summative: Set 11

Digraphs (sh, ck)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraphs sh, ck

1. back
2. shop
3. gush
4. shin
5. neck

High Frequency Words

1. say
2. what
3. went
4. your
5. goes

Part B: Decoding

Real Words	wish	luck	shut	puck	bash
Nonsense Words	mick	shad	guck	tash	jeck

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	wish	luck	shut	puck	bash
Row 2	mick	shad	guck	tash	jeck

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 12

Digraphs (th)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraph th

1. moth
2. than
3. thud
4. this
5. bath

High Frequency Words

1. play
2. come
3. looking
4. at
5. by

Part B: Decoding

Real Words	path	thaw	with	then	thin
Nonsense Words	thid	dath	tham	sith	thup

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	path	thaw	with	then	thin
Row 2	thid	dath	tham	sith	thup

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 13

Digraphs (ch)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraph ch

1. chat
2. chug
3. such
4. inch
5. chin

High Frequency Words

1. says
2. when
3. ask
4. boy
5. can

Part B: Decoding

Real Words	chip	much	chop	rich	chap
Nonsense Words	sich	chud	guch	chen	voch

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	chip	much	chop	rich	chap
Row 2	sich	chud	guch	chen	voch

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 14

Digraphs (ng)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraph ng

1. long
2. ding
3. bang
4. wing
5. hung

High Frequency Words

1. hang
2. long
3. put
4. day
5. did

Part B: Decoding

Real Words	gong	hang	lung	sing	king
Nonsense Words	ting	fong	jung	ling	mang

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	gong	hang	lung	sing	king
Row 2	ting	fong	jung	ling	mang

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 15

Digraphs (wh)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraph wh

1. when
2. whim
3. whip
4. whit
5. whiz

High Frequency Words

1. other
2. get
3. had
4. him
5. his

Part B: Decoding

Real Words	whim	when	wham	whiz	whip
Nonsense Words	whup	whag	whiv	whex	whob

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	whim	when	wham	whiz	whip
Row 2	whup	whag	whiv	whex	whob

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 16

L-Blends

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items below.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

L-Blends

1. blot
2. clap
3. flex
4. plus
5. glob

High Frequency Words

1. down
2. next
3. over
4. be
5. how

Part B: Decoding

Real Words	blab	clip	flat	plum	glad
Nonsense Words	glix	plub	blan	clem	flod

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	blab	clip	flat	plum	glad
Row 2	glix	plub	blan	clem	flod

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 17

S-Blends

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items below.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

S-Blends

1. skin
2. swag
3. smog
4. stub
5. sped

High Frequency Words

1. her
2. too
3. from
4. want
5. its

Part B: Decoding

Real Words	skip	swam	smug	stem	spot
Nonsense Words	skob	swug	smab	stin	spef

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	skip	swam	smug	stem	spot
Row 2	skob	swug	smab	stin	spef

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 18

R-Blends

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items below.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

R-Blends

1. frog
2. grim
3. drip
4. crab
5. prep

High Frequency Words

1. who
2. about
3. it's
4. low
5. man

¹Part B: Decoding

Real Words	fret	grin	drag	crud	prop
Nonsense Words	prub	crat	friv	grod	drem

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	fret	grin	drag	crud	prop
Row 2	prub	crat	friv	grod	drem

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 19

Contractions

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.iv:** Use knowledge of base words to decode common contractions.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. Find the first word (point to the word on the student's handout) **and read across the row.**

Assessment Items

Part A: Encoding

Contractions

1. can't
2. he's
3. you'll
4. I'll
5. didn't

High Frequency Words

1. love
2. great
3. may
4. not
5. old

¹Part B: Decoding

Real Words	don't	you're	it's	hasn't	I'm
-------------------	-------	--------	------	--------	-----

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Directions: Your teacher will say a word for you to spell in the spaces below.
They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Directions: You will read some words to your teacher.

don't	you're	it's	hasn't	I'm
-------	--------	------	--------	-----

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					
Student Name	1	2	3	4	5	Total Correct

Summative: Set 20

Inflectional Endings (Three Sounds of -ed)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.B.v:** Decode words with inflectional endings, including -ed.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the Student Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

Find number one. You'll write your first word in the space beside the number one.

The word is "_____". (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

The next word is "_____". (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items below.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.]

First, place the Student Handout (Part B) in front of the student for them to read.

Say: You are going to read some words today. Find the first word (point to the word on the student's handout) **and read across the row.**

Assessment Items

Part A: Encoding

Inflectional Endings (Three Sounds of -ed)

1. masked
2. banged
3. wanted
4. jumped
5. added

High Frequency Words

1. came
2. they
3. any
4. two
5. way

Part B: Decoding

Real Words	fished	wanted	asked	rusted	camped
-------------------	--------	--------	-------	--------	--------

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Directions: Your teacher will say a word for you to spell in the spaces below.
They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Directions: You will read some words to your teacher.

fished	mended	asked	rusted	camped
--------	--------	-------	--------	--------

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Total Correct
	1	2	3	4	5	

Summative: Set 21

Ending Blends (-nd, -nk, -nt)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Ending Blends (-nd, -nk, -nt) High Frequency Words

- | | |
|---------|---------|
| 1. band | 1. saw |
| 2. dunk | 2. some |
| 3. vent | 3. one |
| 4. wind | 4. now |
| 5. font | 5. yes |

Part B: Decoding

Real Words	land	sink	punt	send	sunk
Nonsense Words	wint	gond	tunk	pent	jand

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	land	sink	punt	send	sunk
Row 2	wint	gond	tunk	pent	jand

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 22

Ending Blends (-st, -ft, -ct, -pt)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Ending Blends (-st, -ft, -ct, -pt)

1. rest
2. loft
3. pact
4. kept
5. must

High Frequency Words

1. off
2. write
3. our
4. back
5. hour

Part B: Decoding

Real Words	cast	gift	duct	opt	fest
Nonsense Words	reft	jact	mept	tust	boft

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	cast	gift	duct	opt	fest
Row 2	reft	jact	mept	tust	boft

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 23

Ending Blends (-lt, -lk)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Ending Blends (-lt, -lk)

1. jolt
2. walk
3. pelt
4. bulk
5. milk

High Frequency Words

1. or
2. know
3. been
4. blue
5. both

Part B: Decoding

Real Words	quilt	silk	melt	yolk	salt
Nonsense Words	tulk	holt	zilk	nult	palk

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	quilt	silk	melt	yolk	salt
Row 2	tulk	holt	zilk	nult	palk

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 24

Ending Blends (-ld, -lf, -lp)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Ending Blends (-ld, -lf, -lp)

1. fold
2. self
3. gulp
4. wild
5. golf

High Frequency Words

1. give
2. could
3. many
4. don't
5. each

Part B: Decoding

Real Words	mold	gulf	help	weld	self
Nonsense Words	bilp	feld	holf	tulp	pold

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	mold	gulf	help	weld	self
Row 2	bilp	feld	holf	tulp	pold

Summative: Set 25

Ending Blends (-sk, -mp)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Ending Blends (-sk, -mp)

1. risk
2. jump
3. damp
4. task
5. romp

High Frequency Words

1. please
2. only
3. should
4. would
5. even

Part B: Decoding

Real Words	mask	dump	desk	limp	husk
Nonsense Words	homp	gosk	jamp	yisk	zamp

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	mask	dump	desk	limp	husk
Row 2	homp	gosk	jamp	yisk	zamp

Summative: Set 26

Final e (a_e)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Final e (a_e)

1. face
2. cage
3. flame
4. craze
5. game

High Frequency Words

1. good
2. were
3. find
4. help
5. jump

Part B: Decoding

Real Words	brake	lace	stage	maze	safe
Nonsense Words	grafe	slake	spafe	stabe	bade

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	brake	lace	stage	maze	safe
Row 2	grafe	slake	spafe	stabe	bade

Summative: Set 27

Final e (i_e)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Final e (i_e)

1. wide
2. vine
3. smile
4. hive
5. lime

High Frequency Words

1. their
2. five
3. just
4. keep
5. four

Part B: Decoding

Real Words	twice	dine	rise	shine	bite
Nonsense Words	quide	plime	shibe	clive	chike

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	twice	dine	rise	shine	bite
Row 2	quide	plime	shibe	clive	chike

Summative: Set 28

Final e (o_e)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Final e (o_e)

1. bone
2. hope
3. vote
4. nose
5. rode

High Frequency Words

1. once
2. out
3. mean
4. more
5. show

Part B: Decoding

Real Words	home	zone	drove	vote	joke
Nonsense Words	grode	blope	crose	trote	shoke

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	home	zone	drove	vote	joke
Row 2	grode	blope	crose	trote	shoke

Summative: Set 29

Final e (u_e, e_e)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Final e (u_e, e_e)

1. cube
2. rude
3. yule
4. theme
5. eve

High Frequency Words

1. live
2. use
3. friend
4. most
5. side

Part B: Decoding

Real Words	June	even	these	muse	mute
Nonsense Words	ruke	bume	pule	hune	wude

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	June	even	these	muse	mute
Row 2	ruke	bume	pule	hune	wude

Summative: Set 30

Trigraphs (-dge, -tch)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial consonant blends.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words initial and final consonant blends.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Trigraphs (-dge, -tch) High Frequency Words

- | | |
|-----------|----------|
| 1. match | 1. knew |
| 2. smidge | 2. wrote |
| 3. fetch | 3. move |
| 4. wedge | 4. take |
| 5. lodge | 5. much |

Part B: Decoding

Real Words	catch	wedge	ditch	budge	pitch
Nonsense Words	putch	kidge	natch	fodge	zetch

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	catch	wedge	ditch	budge	pitch
Row 2	putch	kidge	natch	fodge	zetch

Summative: Set 31

R-Controlled (ar)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

R-Controlled (ar)

1. smart
2. card
3. jar
4. march
5. yard

High Frequency Words

1. boy
2. get
3. it's
4. may
5. know

Part B: Decoding

Real Words	part	sharp	yarn	start	hard
Nonsense Words	glarp	plark	kard	charb	tharg

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	part	sharp	yarn	start	hard
Row 2	glarp	plark	kard	charb	tharg

Summative: Set 32

R-Controlled (or)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

R-Controlled (or) High Frequency Words

- | | |
|-----------|--------|
| 1. horn | 1. now |
| 2. north | 2. off |
| 3. shorts | 3. old |
| 4. storm | 4. put |
| 5. stork | 5. red |

Part B: Decoding

Real Words	scorch	corn	fort	form	port
Nonsense Words	morsh	glorm	bork	zord	thorp

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	scorch	corn	fort	form	port
Row 2	morsh	glorm	bork	zord	thorp

Summative: Set 33

R-Controlled (er)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

R-Controlled (er)

1. fern
2. her
3. perch
4. stern
5. term

High Frequency Words

1. one
2. saw
3. the
4. two
5. our

Part B: Decoding

Real Words	berth	verse	clerk	verb	herd
Nonsense Words	kerd	yerp	blern	derg	flerm

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	berth	verse	clerk	verb	herd
Row 2	kerd	yerp	blern	derg	flem

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 34

R-Controlled (ir, ur)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

R-Controlled (ir, ur)

1. hurt
2. bird
3. church
4. firm
5. urge

High Frequency Words

1. say
2. out
3. see
4. use
5. was

Part B: Decoding

Real Words	blurt	swirl	urge	thirst	curl
Nonsense Words	clirg	glurp	thirx	furve	zirb

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	blurt	swirl	urge	thirst	curl
Row 2	clirg	glurp	thirx	furve	zirb

Summative: Set 35

Words Ending in y & Digraph (ph)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Words Ending in y & Digraph (ph)

1. graph
2. phase
3. phone
4. baby
5. try

High Frequency Words

1. she
2. way
3. yes
4. back
5. came

Part B: Decoding

Real Words	trophy	ruby	cry	phrase	morph
Nonsense Words	phorp	slaph	tery	diny	gly

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	trophy	ruby	cry	phrase	morph
Row 2	phorp	slaph	tery	diny	gly

Summative: Set 36

Long e Vowel Teams (ee, ea, ey)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Long e Vowel Teams (ee, ea, ey)

1. glee
2. treat
3. key
4. green
5. dream

High Frequency Words

1. who
2. you
3. been
4. blue
5. just

Part B: Decoding

Real Words	breeze	reach	honey	queen	clean
Nonsense Words	seast	leed	treap	cheen	pleam

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	breeze	reach	honey	queen	clean
Row 2	seast	leed	treap	cheen	pleam

Summative: Set 37

Long a Vowel Teams (ai, ay)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Long a Vowel Teams (ai, ay)

1. wait
2. day
3. brain
4. play
5. trait

High Frequency Words

1. both
2. don't
3. each
4. find
5. keep

Part B: Decoding

Real Words	away	snail	maybe	waist	layup
Nonsense Words	bray	braip	vray	chaim	flay

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	away	snail	maybe	waist	layup
Row 2	bray	braip	vray	chaim	flay

Summative: Set 38

Long o Vowel Teams (oa, oe, ow)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Long o Vowel Teams (oa, oe, ow)

1. goal
2. toe
3. show
4. groan
5. boat

High Frequency Words

1. even
2. five
3. give
4. help
5. from

Part B: Decoding

Real Words	boast	goes	throw	soap	blow
Nonsense Words	thow	moaf	doek	voasp	ploet

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	boast	goes	throw	soap	blow
Row 2	thow	moaf	doek	voasp	ploet

Summative: Set 39

Long i Vowel Teams (ie, igh)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Long i Vowel Teams (ie, igh)

1. tie
2. light
3. cried
4. high
5. bright

High Frequency Words

1. four
2. good
3. here
4. hour
5. jump

Part B: Decoding

Real Words	tried	tight	pie	slight	flies
Nonsense Words	glight	vight	bied	zight	wigh

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	tried	tight	pie	slight	flies
Row 2	glight	vight	bied	zight	wigh

Summative: Set 40

Vowel Team (eigh)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Vowel Team (eigh)

1. sleigh
2. neigh
3. weigh
4. eight
5. freight

High Frequency Words

1. left
2. knew
3. like
4. mean
5. name

Part B: Decoding

Real Words	eighty	sleigh	eighth	freight	neigh
Nonsense Words	bleigh	treight	pleigh	cheight	steight

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	eighty	sleigh	eighth	freight	neigh
Row 2	bleigh	treight	pleigh	cheight	steight

Summative: Set 41

Vowel Team (oo)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Vowel Team (oo)

1. book
2. swoon
3. wood
4. proof
5. took

High Frequency Words

1. live
2. more
3. look
4. once
5. most

Part B: Decoding

Real Words	shook	foot	hoop	cool	zoom
Nonsense Words	broove	stooth	cloomy	spood	sook

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	shook	foot	hoop	cool	zoom
Row 2	broove	stooth	cloomy	spood	sook

Summative: Set 42

Vowel Teams (au, aw, augh)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Vowel Teams (au, aw, augh) High Frequency Words

- | | |
|-----------|---------|
| 1. pause | 1. move |
| 2. drawn | 2. much |
| 3. caught | 3. love |
| 4. haul | 4. part |
| 5. thaw | 5. said |

Part B: Decoding

Real Words	fault	crawl	taught	squawk	launch
Nonsense Words	bause	grawn	maughty	vaul	shawk

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	fault	crawl	taught	squawk	launch
Row 2	bause	grawn	maughty	vaul	shawk

Summative: Set 43

Diphthongs (ow, ou)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Diphthongs (ow, ou)

1. howl
2. proud
3. loud
4. gown
5. sour

High Frequency Words

1. play
2. show
3. take
4. side
5. they

Part B: Decoding

Real Words	crowd	cloud	spout	vow	frown
Nonsense Words	wrout	stowp	prouk	drowm	oush

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	crowd	cloud	spout	vow	frown
Row 2	wrout	stowp	prouk	drowm	oush

Summative: Set 44

Vowel Teams (ew, ue, ui)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final consonant blends, digraphs, and trigraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, and vowel teams.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs;
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

First, give each student a copy of the *Student Response Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____".** (Repeat the word.) "_____". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Vowel Teams (ew, ue, ui)

1. due
2. juice
3. crew
4. glue
5. new

High Frequency Words

1. were
2. could
3. great
4. their
5. would

Part B: Decoding

Real Words	threw	clue	cruise	flew	true
Nonsense Words	buice	plew	flue	truise	kew

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	threw	clue	cruise	flew	true
Row 2	buice	plew	flue	truisse	kew

