

Summative: Sets 11-13

Review: m, p,s, l, r (hard), d, n, t, c (hard), f, b, g (hard and soft)

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 retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.Cii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Review: m, p, s, l, r (hard), d, n, t, c (hard), f, b, g (hard and soft)

1. merece
2. semana
3. pasaron
4. lechuga
5. rápido
6. nunca
7. futuro
8. salida
9. lámina
10. esfumó

Part B: Decoding

Real Words	singular	hábil	lúcuma	cantarte	miraban
Nonsense Words	maspada	bastil	gántico	pustedada	basango

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	singular	hábil	lúcuma	cantarte	miraban
Fila 2	maspada	bastil	gántico	pusteda	basango

Summative: Sets 14-15

Review r (middle), ñ, qu, c (soft), v, j & h, k, z, w, y, x

Directions for Administration

Purpose of Assessment:

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- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Review r (middle), ñ, qu, c (soft), v, j & h, k, z, w, y, x

1. conoce
2. jugaba
3. meñique
4. vecino
5. cajita
6. pájaro
7. tóxico
8. tiza
9. hermanos
10. karate

Part B: Decoding

Real Words	zapato	avanzar	corazón	feliz	examen
Nonsense Words	bulgata	mánamo	vinto	gartina	fachal

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	zapato	avanzar	corazón	feliz	examen
Fila 2	bulgata	mánamo	vinto	gartina	fachal

Summative: Set 16

Digraphs: ch, ll, rr

Directions for Administration

Purpose of Assessment:

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Standards/Skills Assessed:

- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.1.2.B.vi:** Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using common patterns.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with digraphs.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
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Repeat the directions above for each of the 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Digraphs ch, ll, rr

1. chico
2. llama
3. perro
4. mucho
5. carro
6. choca
7. echan
8. arranca
9. silla
10. agarra

Part B: Decoding

Real Words	calle	serrucho	marrón	ducha	coche
Nonsense Words	bacha	ferrito	pallar	meche	garrapa

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	calle	serrucho	marrón	ducha	coche
Fila 2	bacha	ferrito	pallar	meche	garrapa

Summative: Sets 17-18

Silent U: gue, gui & que, qui

Directions for Administration

Purpose of Assessment:

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- **SLA.1.2.B.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.1.2.B.vi:** Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using common patterns.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with digraphs.
- **SLA.1.2.C.iv:** Demonstrate and apply spelling knowledge spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
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Repeat the directions above for each of the 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Silent U: gue, gui & que, qui

1. juguete
2. higuera
3. guitarra
4. águila
5. llegué
6. choque
7. guiso
8. queso
9. quemado
10. mantequilla

Part B: Decoding

Real Words	líquido	pequeña	honguitos	equipo	seguiré
Nonsense Words	quisito	guideno	fagueta	amaquer	maquifos

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:

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	líquido	pequeña	honguitos	equipo	seguiré
Fila 2	quisito	guideno	fagueta	amaquer	maquifos

Summative: Set 19

Diéresis: güe, güi

Directions for Administration

Purpose of Assessment:

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Standards/Skills Assessed:

- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.1.2.B.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
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Teacher Directions

Part A

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Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “ ____.”** (Repeat the word.) “ _____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “ ____.”** (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 assessment items.

Part B

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

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Assessment Items

Part A: Encoding

Diéresis: güe, güi

1. cigüeña
2. nicaragüense
3. pedigüeña
4. güiro
5. lengüeta
6. pingüinos
7. güiro
8. paragüitas
9. vergüenza
10. zarigüeya

Part B: Decoding

Real Words	güiro	chigüil	yegüita	desagüe	güirila
Nonsense Words	vagüete	güitinga	güetando	pangüi	sangüiro

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

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	güiro	chigüil	yegüita	desagüe	güirila
Fila 2	vagüete	güitinga	güetando	pangüi	sangüiro

Summative: Set 20

Words with ca, co, cu, ce, ci, que, qui

Directions for Administration

Purpose of Assessment:

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- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/.
- **SLA.1.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Words with ca, co, cu, ce, ci, que, qui

1. boca
2. cuna
3. quede
4. poco
5. aquí
6. cine
7. cereza
8. cobija
9. doce
10. cariño

Part B: Decoding

Real Words	casa	quema	busca	veces	cada
Nonsense Words	quili	puco	catema	erque	cecimo

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	casa	quema	busca	veces	cada
Fila 2	quili	puco	catema	erque	cecimo

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

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

Summative: Sets 11-20

All Letters, Digraphs, Silent U, Diéresis, Contrasting Sounds

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 retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.1.2.B.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/.
- **SLA.1.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

All Letters, Digraphs, Silent U, Diéresis, Contrasting Sounds

1. yegüita
2. merece
3. pequeño
4. laguna
5. águila
6. famoso
7. queso
8. rápido
9. semana
10. nogal

Part B: Decoding

Real Words	chistoso	orilla	líquido	cohete	aquí
Nonsense Words	turri	chas	vunata	lusetete	sotino

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deleetrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	chistoso	orilla	líquido	cohete	aquí
Fila 2	turri	chas	vunata	lusetete	sotino

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

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

Summative: Sets 21-24

Blends with L

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:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/.
- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Blends with L

1. planeta
2. flora
3. plumas
4. influye
5. plazas
6. simple
7. claveles
8. hablar
9. bicicleta
10. roble

Part B: Decoding

Real Words	regla	iglú	atleta	tablero	público
Nonsense Words	glamer	platoro	habluma	tocele	flometir

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	regla	iglú	atleta	tablero	público
Fila 2	glamer	platoro	habluma	tocele	flometir

Summative: Sets 25-28

Blends with R

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 retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/.
- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Blends with R

1. trepan
2. frijol
3. disfrutar
4. ofrecen
5. travesura
6. frazada
7. tendré
8. agradecido
9. crédito
10. próxima

Part B: Decoding

Real Words	disfrazar	sorpresa	crucé	tendrás	grito
Nonsense Words	gremito	bacra	afrote	pontre	dremir

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	disfrazar	sorpresa	crucé	tendrás	grito
Fila 2	gremito	bacra	afrote	pontre	dremir

Summative: Set 29

Prefixes des-, in- and Suffixes -mente, -oso/a

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:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.viii:** Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.
- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.vii:** Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Prefixes des-, in- and Suffixes -mente, -oso/a

1. claramente
2. insegura
3. quejosa
4. desanimado
5. famoso
6. maravilloso
7. inesperado
8. sumamente
9. infalible
10. extremadamente

Part B: Decoding

Real Words	desabrido	inesperado	sumamente	intranquilo	rápidamente
Nonsense Words	tropamente	feriosa	desmelado	intraludio	sentiloso

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	desabrido	inesperado	sumamente	intranquilo	rápidamente
Fila 2	tropamente	feriosa	dsmelado	intraludio	sentiloso

Summative: Set 30

Diphthongs

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:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.
- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quiero, na-die, and ra-dio and hiatus such as le-er and río.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Diphthongs

1. pausa
2. autor
3. reunirse
4. Suiza
5. peinan
6. estoy
7. rey
8. hay
9. voy
10. pueblo

Part B: Decoding

Real Words	jaguar	fuimos	graciosa	también	piernas
Nonsense Words	fomoy	santaya	gautor	reutisa	beinado

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	jaguar	fuimos	graciosa	también	piernas
Fila 2	fomoy	santaya	gautor	reutisa	beinado

Summative: Set 31

Compound Words

Graphic Accents Contrasts (acento diacrítico)

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:

- **SLA.1.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.
- **SLA.1.2.B.vii:** Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.
- **SLA 1.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.1.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que- , qui-, gue-, gui-, güe-, and güi-.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Diphthongs

1. sacacorchos
2. salvavidas
3. automóvil
4. tú
5. medianoche
6. quitamanchas
7. pasatiempo
8. dé
9. cabizbajo
10. quién

Part B: Decoding

Real Words	cómo	rompecabezas	sí	también	cuándo
Nonsense Words	sacamitas	todolisto	cómoto	mijabaja	duático

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish My Literacy Journey (Student Goal 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 *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

1.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	cómo	rompecabezas	sí	también	cuándo
Fila 2	sacamitas	todolisto	cómoto	mijabaja	duático

Summative: Sets 21-31

Blends, Prefixes & Suffixes, Diphthongs, Compound Words, & Graphic Accents Contrasts

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 retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.1.2.B.ii:** Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/.
- **SLA.1.2.B.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.
- **SLA.1.2.B.vii:** Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.
- **SLA.1.2.B.viii:** Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.
- **SLA.1.2.Cii:** Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.
- **SLA.1.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quiero, na-die, and ra-dio.
- **SLA.1.2.C.vii:** Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.

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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (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 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: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Blends, Prefixes & Suffixes, Diphthongs, Compound Words, & Graphic Accents Contrasts

1. planeta
2. hablar
3. globo
4. atleta
5. fruta
6. abrazo
7. apretar
8. cristal
9. desanimado
10. autor

Part B: Decoding

Real Words	sabrosa	traigo	salvavidas	grito	traspié
Nonsense Words	ferrino	nortaba	destornar	sunato	glutema

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 *Spanish Phonics Decoding/Encoding Checklist (First Grade)*, noting any changes in student progress/mastery of skills.
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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	sabrosa	traigo	salvavidas	grito	sorpresa
Fila 2	ferrino	nortaba	destornar	sunato	glutema

