

Just Right Reader Assessment & Progress Monitoring Guide

English



Table of Contents

Introduction	3
A Comprehensive Assessment System (K-2).....	3
Understanding the Just Right Reader Assessment & Progress Monitoring Guide.....	3
Figure 1: Types & Purposes of Assessments.....	4
Kindergarten Assessments	5
Overview.....	5
Figure K.2: Kindergarten Assessment Overview.....	6
Figure K.3: Kindergarten Assessment Timetable.....	12
Diagnostic Assessments.....	13
Formative Assessments.....	13
Summative Assessments.....	14
Data-Driven Instruction.....	14
Collecting & Analyzing the Data.....	14
Figure K.4: Collecting & Analyzing the Data.....	14
Using the Data.....	17
Diagnostic.....	17
Formative.....	17
Summative.....	19
Involving Key Stakeholders: Communicating the Data.....	19
Student Involvement.....	19
Other Stakeholder Involvement.....	20
First Grade Assessments	21
Overview.....	21
Figure 1.2: First Grade Assessment Overview.....	22
Figure 1.3: First Grade Assessment Timetable.....	29
Diagnostic Assessments.....	30
Formative Assessments.....	30
Summative Assessments.....	31
Data-Driven Instruction.....	31
Collecting & Analyzing the Data.....	31
Figure 1.4: Collecting & Analyzing the Data.....	31
Using the Data.....	33
Diagnostic.....	33
Formative.....	34
Summative.....	35
Involving Key Stakeholders: Communicating the Data.....	35
Student Involvement.....	35
Other Stakeholder Involvement.....	36

Second Grade Assessments	38
Overview.....	38
Figure 2.2: Second Grade Assessment Overview.....	39
Figure 2.3: Second Grade Assessment Timetable.....	46
Diagnostic Assessments.....	47
Formative Assessments.....	47
Summative Assessments.....	48
Data-Driven Instruction.....	48
Collecting & Analyzing the Data.....	48
Figure 2.4: Collecting & Analyzing the Data.....	48
Using the Data.....	50
Diagnostic.....	50
Formative.....	51
Summative.....	52
Involving Key Stakeholders: Communicating the Data.....	52
Student Involvement.....	52
Other Stakeholder Involvement.....	53
References	54
Appendix A: Diagnostic Assessment (Phonics)	55
Appendix B: Mastery Measures (Progress Monitoring)	68
Appendix C: Kindergarten Summative Assessments	95
Appendix D: First Grade Summative Assessments	171
Appendix E: Second Grade Summative Assessments	374

Introduction

A Comprehensive Assessment System (K-2)

A comprehensive assessment system is integral to teaching and learning. Educators must incorporate a variety of assessments with different purposes at different intervals depending on the level of content assessed (i.e., course-level, unit-level, and lesson-level) throughout the school year. These include diagnostic assessments, formative assessments (both formal and informal), and summative assessments. These multiple assessments combine to form a more complete picture of students' learning, focusing on students' growth as they aim to master grade-level standards.

Educators must become adept at using assessment to drive decision-making. Used well, the combined data from assessments can encourage students (and educators), monitor and communicate students' progress toward standards-aligned learning targets, and can help students and educators take effective action to better learning outcomes. In a comprehensive assessment system, both educators and students have a hand in using the data gleaned from assessments to monitor growth and make decisions.

Understanding the Just Right Reader Assessment & Progress Monitoring Guide

The aim of this guide is to ensure that educators understand how to prepare for, administer, and use data collected from Just Right Reader's assessments to maximize student growth. This guide will help you understand

- the importance of a comprehensive assessment program and the purpose(s) of each type of assessment: diagnostic, formative, and summative;
- the standards and skills assessed within each assessment, organized by grade-level;
- a recommended timeline or schedule for administering assessments at each grade level;
- how best to administer and score assessments to ensure consistency across administrations, thus increasing the validity and reliability of the assessment data;
- how to effectively organize and use the data to monitor individual student and whole class progress and make data-driven instructional decisions that result in growth and achievement;
- why and how to involve students in monitoring their progress toward standards-aligned goals and reflecting upon their learning behaviors and outcomes; and
- how best to communicate the data with other stakeholders.

Figure 1. Types & Purpose(s) of Assessment

	Diagnostic	Formative	Summative
Definition	Diagnostic assessment gauges students' knowledge and skills before learning and teaching happens.	Formative assessment gauges students' knowledge and skills during learning and teaching. These can be formal or informal formative assessments.	Summative assessment gauges students' knowledge and skills after learning and teaching have taken place.
Purpose	<p>A diagnostic assessment is used to "diagnose" knowledge, skills, and abilities – areas of weakness and strength or standards/skills that a student has learned already and which they need to be taught.</p> <p>Teachers use the diagnostic results to guide them as they decide next instructional steps to support/intervene or to enrich students' learning during whole-class, small-group, and/or individual instruction.</p>	<p>Formative assessments identify students' learning strengths and areas of need so that teachers can adjust their instruction to provide targeted, differentiated support and enrichment. Formative assessment demands that teachers act – that they use the data to inform what and how they teach students.</p> <p>Informal formative assessments assess in-the-moment and are often embedded within day-to-day activities. Feedback is specific, and teacher action is immediate.</p> <p>Sometimes formative assessments are more formal, such as progress monitoring Mastery Measures. These Mastery Measures evaluate student performance one skill at-a-time to ensure mastery before moving to the next skill.</p>	<p>The intent of summative assessments is to measure and report mastery—they are a "summation" of learning.</p> <p>(While not necessary by definition, teachers can use this summative data to identify skills that need to be retaught or reinforced and to monitor students' progress toward standard mastery.)</p>

References:

The IRIS Center. (2006). UDL (page 5): Assessments. Retrieved from <https://IRIS.peabody.vanderbilt.edu/module/udl/cresource/q2/p05/>

The IRIS Center. (2024). Information Brief – Progress Monitoring: Mastery Measurement vs. General Outcome Measurement. Retrieved from https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Progress_Monitoring_InfoBrief.pdf

National Council for Teachers of English (NCTE). (2013). NCTE Position Statement: Formative Assessment That Truly Informs Instruction. Retrieved from https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment_single.pdf

Texas Education Agency. (2023, December 6). 2023 TAC TEA Optional Testing Programs. Retrieved from <https://tea.texas.gov/student-assessment/testing/student-assessment-overview>

Texas Education Agency. (n.d.) TEKS Guide. Retrieved from <https://www.teksguide.org/teks-guide>

Texas Gateway for Online Resources by TEA. (n.d.) Assessment and Data – Informal Assessment. Retrieved from <https://www.texasgateway.org/resource/assessment-and-data-informal-assessment>

Kindergarten Assessments

Overview

Texas educators should ensure use of a comprehensive assessment program, incorporating a variety of diagnostic, formative, and summative assessments that assess the foundational literacy skills outlined in the Texas Essential Knowledge & Skills (TEKS). Teachers should collect assessment data before, during, and after learning has taken place. They should also choose the appropriate combinations of assessments based on educational purpose and understand how to collect the data so that it is reliable and valid; how to organize the data so that it is easy to read and analyze; and how to best use and communicate the data to ensure that students develop and sustain foundational literacy skills.

Figure K.2 provides an overview of the TEKS foundational literacy standards and learning objectives that Kindergarten students must master to be skilled readers. Moreover, the table provides a map of the varied assessments within the Just Right Reader Assessment Program, categorizing each assessment by purpose as well as aligning the assessments to grade-level TEKS standards.

The Kindergarten Assessment Timetable (Figure K.3) follows the systematic Just Right Reader English Progression. It includes direction regarding whether all students or a subgroup of students should be assessed and recommendations for frequency and timing of assessment administration dependent on assessment purpose. How to prepare for, administer, and score the assessment, as well as reminders or tips related to data collection, are within the directions for each assessment within the Just Right Reader Assessment Program.

While some assessments are Kindergarten-specific, assessing only those skills included in Kindergarten TEKS standards, other assessments include skills that are included in the First and/or Second Grade TEKS standards and are labeled with a K-2 designation. The reason is based on assessment purpose(s). For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction. Some students may have already learned skills that are designated in other grade levels. Including the option to show what they know related to these standards and skills will provide teachers with data to provide enrichment for these students so that they too demonstrate growth. A second example is the progress monitoring Mastery Measures. These assessments are designated K-2 because a First Grade student, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures that best fit students’ needs based on other assessment data collected.

Figure K.2. Kindergarten Assessment Overview

KINDERGARTEN ASSESSMENT OVERVIEW					
TEKS Standards	Diagnostic	Formative			Summative
Identify and produce rhyming words.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Identify the individual words in a spoken sentence.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Identify syllables in spoken words.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
			Orally Segmenting & Blending Syllables Lesson		
Blend syllables to form multisyllabic words.	Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)		
		Orally Segmenting & Blending Syllables Lesson			

TEKS Standards	Diagnostic	Formative		Summative	
Segment multisyllabic words into syllables.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (KG)</u> . <u>Small Group Reading Observation Form (K-2)</u> .	
			<u>Orally Segmenting & Blending Syllables Lesson</u>		
Blend spoken onsets and rimes to form simple words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (KG)</u> . <u>Small Group Reading Observation Form (K-2)</u> .	
Blend spoken phonemes to form one-syllable words.	<u>Baseline Assessment: Connected Text Fluency (Sets 1-15a)</u>	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (KG)</u> . <u>Small Group Reading Observation Form (K-2)</u> .	
			<u>Blending & Segmenting Phonemes Lesson</u>		
Manipulate syllables within a multisyllabic word.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (KG)</u> . <u>Small Group Reading Observation Form (K-2)</u> .	
			<u>Deleting Syllables Lesson</u>		
Segment spoken one-syllable words into individual phonemes.	<u>Baseline Assessment: Connected Text Fluency (Sets 1-15a)</u>	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (KG)</u> . <u>Small Group Reading Observation Form (K-2)</u> .	Summative Assessments (Sets 1-15a)
			<u>Blending & Segmenting Phonemes Lesson</u>		

TEKS Standards	Diagnostic	Formative		Summative	
<p>Identify and match the common sounds that letters represent.</p>	<p>Diagnostic Assessment (Phonics)</p> <p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 1-5)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a)</u></p> <p><u>Phonics Skills Checklist (K-2).(b)</u></p> <p><u>My Literacy Journey (Student Tracker).(K-2)</u></p>	<p>Summative Assessments (Sets 1- 5)</p>
			<p>Lessons & Decodables (Sets 1-15a)</p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (KG)</u></p> <p><u>Alphabetic Principles: Letter Recognition & Letter Sound Recognition Checklist (KG)</u></p>	
		<p>Formal</p>	<p>Mastery Measures (<i>Alphabetic Principle: Say the Sounds</i>)</p>	<p><u>Small Group Reading Observation Form (K-2)</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2)</u></p>	
<p>Use letter-sound relationships to decode words with the following patterns: VC, CVC, CCVC, CVCC.</p>	<p>Diagnostic Assessment (Phonics)</p> <p><u>Baseline Assessment: Connected Text Fluency</u> (Sets Early Decodables; 6-15a)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a)</u></p> <p><u>Phonics Skills Checklist (K-2).(b)</u></p> <p><u>My Literacy Journey (Student Tracker).(K-2)</u></p>	<p>Summative Assessments (Sets Early Decodables; 6-15a)</p>
			<p>Lessons & Decodables (Sets Early Decodables; 6-15a)</p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (KG)</u></p>	

TEKS Standards	Diagnostic	Formative		Summative	
<p><i>(continued)</i> Use letter-sound relationships to decode words with the following patterns: VC, CVC, CCVC, CVCC.</p>		Formal	Mastery Measures (Decoding)	<p><u>Alphabetic Principles: Letter Recognition & Letter Sound Recognition Checklist (KG).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	
<p>Recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p> <p><u>Manipulating Phonemes Lesson</u></p>	<p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	
<p>Identify and read at least 25 high-frequency words from a research-based list.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p> <p><u>High Frequency Words Lesson</u></p> <p>Lessons & Decodables (Sets 6-15a)</p>	<p><u>High Frequency Words Decoding/Encoding Checklist (KG).</u></p> <p><u>High Frequency Words Student Checklist (K-2).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	

TEKS Standards	Diagnostic	Formative			Summative
<p>Spell words with VC, CVC, and CCVC.</p>		<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a).</u></p>	<p>Summative Assessments (Sets 6-15a)</p>
			<p><u>Spelling.(KG) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (KG).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>High Frequency Words Decoding/Encoding Checklist (KG)</u></p>	
			<p>Lessons & Decodables (Sets 6-15a)</p>	<p><u>My Literacy Journey (Student Tracker).(K-2).</u></p>	
<p>Spell words using sound-spelling patterns.</p>		<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a).</u></p>	<p>Summative Assessments (Sets 6-15a)</p>
			<p><u>Spelling.(KG) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (KG).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>High Frequency Words Decoding/Encoding Checklist (KG).</u></p>	
			<p>Lessons & Decodables (Sets 6-15a)</p>	<p><u>My Literacy Journey (Student Tracker).(K-2).</u></p>	

TEKS Standards	Diagnostic	Formative		Summative	
<p>Spell high-frequency words from a research-based list.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a)</u></p>	<p>Summative Assessments (Sets 6 - 15a)</p>
			<p><u>Spelling (KG) Lesson</u></p>	<p><u>Small Group Reading Observation Form (K-2)</u> <u>High Frequency Words Decoding/Encoding Checklist (KG)</u></p>	
		<p>Lessons & Decodables (Sets 6-15a)</p>	<p><u>My Literacy Journey (Student Tracker).(K-2)</u></p>		
<p>Identify all uppercase and lowercase letters.</p>	<p>Diagnostic Assessment (Phonics)</p>	Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a)</u> <u>My Literacy Journey (Student Tracker).(K-2)</u></p>	<p>Summative Assessments (Sets 1 - 5)</p>
			<p>Lessons & Decodables (Sets 1-5)</p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (KG)</u> <u>Alphabetic Principles: Letter Recognition & Letter Sound Recognition Checklist (KG)</u></p>	
		<p>Mastery Measures (<i>Alphabetic Principle: Name the Letters</i>)</p>	<p><u>Small Group Reading Observation Form (K-2)</u></p>		

Figure K.3. Kindergarten Assessment Timetable

KINDERGARTEN ASSESSMENT TIMETABLE					
Type	Assessment	Level	Students	Frequency	Schedule
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set beginning with Early Decodables through Set 15a
	Phonics	Course	All	Annually	before Set 1 (or upon student enrollment)
Formative (in-the-moment)	See Figure K.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.	Lesson	All	Daily	in-the-moment throughout Sets 1-15a
Formative (Progress Monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 6-15a
	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/Unit	Not yet mastered (<60%)	2x per week	as informal, formative assessments and/or summative assessments indicate a need (Sets 1-15a)
			Not yet mastered (61%-80%)	Weekly	
			Not yet mastered (81%-91%)	Bi-weekly	
Summative	End-of-Unit/Set (Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 1-15a)
	Spelling Tests [See Spelling (KG) Lesson.]	Lesson/Unit	All	Weekly to Bi-Weekly	throughout Sets 6-15a

Diagnostic Assessments

Just Right Reader has included a kindergarten course-level diagnostic. This formal, standardized diagnostic assessment assesses the curriculum-based alphabetic principle and phonics skills that will be learned over the school year and provides a baseline of performance. As indicated in Figure 1, this diagnostic assessment should be administered before instruction of the assessed skills begins and can assist educators in organizing students for small group instruction (TEA, 2023). Detailed guidance regarding who should be assessed using the diagnostic assessment, which section(s) to administer, when to administer the assessment, and how to administer this assessment is included in part in *Figure K.3. Kindergarten Assessment Timetable* and in total within the *Diagnostic Assessment (Phonics) Administration Guide* (Appendix A).

Formative Assessments

Formative assessments happen during learning. “In-the-moment” or “on-the-fly” assessments happen during a lesson or activity (NCTE, p. 3). Others are more formal and are decided before instruction is planned or are embedded within the curriculum and used to gather data at significant points during the learning process (NCTE, p. 3). All seek to understand students’ current levels of performance and to use teachers’ knowledge and expertise regarding the curriculum and pedagogy to refine practice and improve student learning (NCTE, p. 2).

Educators utilize assessment tools, such as checklists, rubrics, and observation forms, to frequently assess students’ progress toward and mastery of phonological awareness, the alphabetic principle, phonics (decoding and encoding, including high frequency words), and fluency skills during day-to-day, lesson-embedded activities. Several varied, in-the-moment formative assessment tool templates, including digital, editable copies (linked within Figure K.2), are provided within the Just Right Reader Assessment Program. In addition, Just Right Reader’s supplemental Progress Monitoring Guide includes step-by-step guidance to monitor progress using planned, formative assessment with a combination of data tools.

Mastery Measures (skill-based probes) (Appendix B) are more formal progress monitoring assessments included in the Just Right Reader Assessment Program. These *Mastery Measures* evaluate student performance one skill at-a-time to ensure mastery before moving to the next skill (IRIS Center, 2024). Detailed guidance regarding who should be assessed using *Mastery Measures*, which measure(s) to administer, when to administer the probe(s), and how to administer these progress monitoring assessments is included in part in *Figure K.3. Kindergarten Assessment Timetable* and in total within the *Mastery Measure Administration Guide* (Appendix B).

Summative Assessments

Just Right Reader's *Kindergarten Assessments* include summative assessments (see Figure K.2 and Appendix C). These standards-aligned assessments are a summation of learning and are administered at the end of each unit or lesson, as indicated in the *Assessment Timetable* (Figure K.3). The intent of the summative assessment is to measure and report students' mastery of the assessed standards/skills (IRIS Center, 2006). Teachers can also use this summative data to identify skills that need retaught, reinforced and/or to monitor students' progress depending on timing of the summative assessment(s) within the school year (IRIS Center, 2006).

Data-Driven Instruction

Collecting & Analyzing the Data

Directions within each diagnostic, mastery measure, and summative assessment include guidance for data collection and scoring. The *Progress Monitoring Guide*, along with the informal, in-the-moment assessment ideas and accompanying resources (i.e., *Reading Workouts*, *Prompting Guide*, activities within lesson, and data tools) include useful information related to collecting and analyzing formative data as well.

Graphing data is an effective means to easily understand, analyze, use, and communicate progress monitoring data with key stakeholders. The Just Right Reader Assessment program includes graph templates (with guidance for how to use them) that educators can use to help identify patterns, trends, relationships and outlying data as well as to communicate individual student and/or class progress. A graph for students to self-monitor their progress toward curriculum-based standards and skills is also included. The *Collecting & Analyzing the Data* table (Figure K.4) lists and links these recommended assessment tools and includes the purpose(s) of the tools as well.

Figure K.4. *Collecting & Analyzing the Data*

Diagnostic Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Student/Class	Diagnostic (Phonics) Graph (K-2)	to determine flexible grouping; to assess class baseline general knowledge and to determine students' learning needs to inform instruction
	Phonological Awareness Checklist (KG)	to inform flexible grouping; to track students' mastery of curriculum-based skills (general) and to determine students' learning needs to inform instruction
	Phonics Skills Checklist (K-2) (b)	

Level of Analysis	Assessment Tool	Purpose of Tool
Student	<u>Alphabetic Principles: Letter Recognition & Letter Sound Recognition Checklist (KG).</u>	to inform flexible grouping; to track students' mastery of curriculum-based skills (standard-specific) and to determine students' learning needs to inform instruction
	<u>Phonics Skills: Decoding/Encoding Checklist (KG).</u>	
	<u>Baseline Assessment: Connected Text Fluency.</u>	to document students' baseline understanding of phonological awareness (blending & segmenting sounds), phonics, fluency, and comprehension using connected text and to determine students' learning needs to inform instruction
	<u>Self-Monitoring: My Literacy Journey (Student Tracker) (K-2).</u>	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track mastery of curriculum-based skills

Formative Assessment: Collecting & Analyzing the Data

Level of Analysis	Assessment Tool	Purpose of Tool
Student/Class	<u>Small Group Reading Observation Form (K-2).</u>	to track observations of students' learning and instructional next steps during small group instruction
	<u>Phonological Awareness Checklist (KG).</u>	to monitor students' mastery of curriculum-based skills to inform instruction
	<u>Phonics Skills Checklist (K-2) (b).</u>	
	<u>Phonics Skills: Decoding/Encoding Checklist (KG).</u>	to monitor students' mastery of decoding and encoding specific curriculum-based skills to inform instruction
	<u>Alphabetic Principle: Letter Recognition & Letter Sound Recognition Checklist (KG).</u>	to monitor students' mastery of the alphabetic principle to inform instruction
	<u>High Frequency Words Decoding/Encoding Checklist (KG).</u>	to monitor students' mastery of select high frequency words to inform instruction

Level of Analysis	Assessment Tool	Purpose of Tool
Student	<u>Phonics & Fluency Monitoring Form (K-2).</u>	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends to inform instruction
	<u>Phonics Skills Checklist (K-2) (a).</u>	to monitor what students can do, strengths and areas for improvement and to inform instruction
	Self-Monitoring: <u>My Literacy Journey (Student Tracker) (K-2).</u>	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track growth and mastery of curriculum-based skills
	Self-Monitoring: <u>High Frequency Words Student Checklist (K-2).</u>	

Summative Assessment: Collecting & Analyzing the Data

Level of Analysis	Assessment Tool	Purpose of Tool
Class	<u>Summative Assessments: Class Scores Graph (KG).</u>	to monitor the class's average score on each summative assessment
Student/Class	<u>Phonological Awareness Checklist (KG).</u>	to monitor students' mastery of curriculum-based skills (general)
	<u>Phonics Skills Checklist (K-2) (b).</u>	
	<u>Phonics Skills: Decoding/Encoding Checklist (KG).</u>	to monitor student's mastery of curriculum-based skills (standard-specific)
	<u>Alphabetic Principles: Letter Recognition & Letter Sound Recognition Checklist (KG).</u>	
<u>High Frequency Words Decoding/Encoding Checklist (KG).</u>		

Level of Analysis	Assessment Tool	Purpose of Tool
Student	Self-Monitoring: <u>My Literacy Journey (Student Tracker) (K-2)</u>	for students to set goal(s), track progress toward meeting those goals, and to track mastery of phonics skills
	Self-Monitoring: <u>High Frequency Words Student Checklist (K-2)</u>	

Using the Data

Diagnostic

Educators use diagnostic assessment to “diagnose” knowledge, skills, and abilities that students already know (their strengths) and skills that students have not yet learned or mastered. Teachers use the diagnostic results to guide them as they decide next instructional steps to support or to enrich students’ learning during whole-class, small-group, and/or personalized instruction.

For students that enroll after the start of school, diagnostic data can provide evidence of any strengths and/or skill gaps so that educators can plan accordingly. If skill gaps exist, educators can plan to accelerate instruction, closing gaps quickly with targeted intervention and progress monitoring.

Example Scenario

A student enrolls in the second semester and the teacher administers the *Diagnostic Assessment (Phonics) (K-2)*. The data indicates that the student cannot yet recognize all the letter names and sounds. The teacher realizes that she should accelerate this student’s learning of letter names and sounds to close the skill gap, so she uses her error analysis of the diagnostic data, determines which specific letter names and sounds the student does not yet recognize, and plans to address these gaps during small group instruction, using the *What’s My Sound* activity from the *Reading Workouts* and suggestions from the Decoding section of the *Prompting Guide*. She also plans to administer the *Mastery Measures* for both letter names and letter sounds twice per week to monitor this student’s progress toward those skills.

Formative

Educators also use formative assessments to identify students’ learning strengths and areas of need so that they can adjust their instruction to provide targeted, differentiated support and enrichment. Educators use the in-the-moment, informal formative assessment data they collect immediately to adjust instruction on-the-fly. Feedback is specific, and teacher action is immediate.

Example Scenario A (continuing the example scenario above)

She continues to informally assess the student’s application of letter sound recognition and application to reading during instruction as the student engages with the Just Right Reader decodable texts. Following the steps in the *Progress Monitoring Guide*, she assigns a new section from the decodable. She observes and records phonics applications, looking specifically for mastery of those target skills identified by the diagnostic assessment, on the *Small Group Reading Observation Form*. She provides immediate feedback as the student reads the target letter sounds correctly or incorrectly, using prompts from the *Prompting Guide*, such as “What does that letter say?” and/or “Does that sound like a word you know?”

Example Scenario B

An educator is teaching a small group lesson. Within the lesson, he asks students to provide a thumbs up if two words rhyme and a thumbs down if the words do not rhyme. He notices that one student consistently answers incorrectly. The student has not yet mastered the phonological awareness skill. On-the-fly, he decides to offer additional, quick explicit instruction of rhyming words for this student while the other students engage in a rhyming picture card game, practicing the skills they’ve just learned. After a few rounds of guided, accurate practice, the student is no longer “stuck” on this skill, and is soon able to join the others in playing the card game while the educator observes and offers necessary feedback.

Example Scenario C

Late in the school year, an educator is teaching a small group of students who have demonstrated advanced understanding of decoding digraphs according to diagnostic assessment and formative fluency monitoring. Instead of guided decoding practice, he assigns independent decoding practice, asking students to partner-read, listening in as students read. Noticing some weaknesses with prosody and reading rate, he uses the *Prompting Guide*, and in-the-moment he offers explicit instruction related to these two aspects of fluency and additional guided practice providing students with encouragement and feedback throughout. He’s sure to note his observations using Just Right Reader data tools (e.g., *Small Group Reading Observation Form* and *Phonics & Fluency Monitoring Form*).

The *Prompting Guide* provides additional ideas of how to interpret and respond in-the-moment while students are reading. It addresses common breakdowns that occur when students are practicing reading and writing. Prompts remind students of what they already know and support them to apply what has been taught.

Educators also use more formal formative assessments, such as mastery measurement (progress monitoring probes). Unlike in-the-moment formative assessments, data analysis and teacher action are delayed in mastery measurements—the changes to instruction don’t happen immediately. *Mastery Measures* evaluate a student’s understanding of a single target skill to ensure mastery

before moving on to the next skill (IRIS Center, 2024). Each of the Just Right Reader *Mastery Measures* contains ten different probes assessing the same skill so that students have frequent, repeated opportunities to show mastery of the target skill(s).

Summative

Educators use summative assessments to “sum up” students’ learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate students’ mastery. Because students don’t have the opportunity to better their performance on these assessments, they are summative; however, depending on when during the school year the assessment is administered, educators can use the data from summative assessments to tailor future instruction to individual student’s needs. If a student showed that they did not master the digraph -ck on the summative assessment, for example, the teacher would continue to fold that skill into that student’s small group instruction, ensuring mastery of the skill even though it has already been assessed summatively.

Involving Key Stakeholders: Communicating the Data

Student Involvement

Educators should communicate assessment data with students and involve them in monitoring their progress. If students are aware of the skills they have already mastered and those which they still need to learn, with educator help, they can set goals and in turn increase or sustain motivation. The Just Right Reader Assessment Program includes recommended data tools to engage students in self-monitoring.

Example Scenario

An educator administers the diagnostic assessment at the beginning of the year and plans to introduce students to goal setting and the *My Literacy Journey (Student Tracker)* shortly after.

As part, the educator shares with a student that he has mastered all his uppercase letter names, almost all his lowercase letter names, and has already mastered ten letter sounds. The student is pleased to hear all he’s learned already and to place star stickers on the skills he’s mastered already on his *My Literacy Journey (Student Tracker)*. He’s eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: I will name the lowercase letters s, x, y, q, and z and continue to practice my letter sounds. As the student learns the letter names and sounds and demonstrates mastery, with teacher guidance, he places additional stars on his chart.

Note: As indicated within the teacher directions/exemplar, because the tracker includes all skills in the K-2 progression, the teacher will want to edit and personalize the tracker, narrowing the content to only those skills that the student is striving to master within their goal or to those skills combined with only one or two skills beyond what the student has set as their goal. The reason skills have not been separated by grade-level standards is to account for those students who have advanced beyond grade level skills and those who are working on skills below grade-level.

Other Stakeholder Involvement

In addition to sharing with and involving students in monitoring their progress and achievement, educators should consider the following ideas for communicating data, using the Just Right Reader varied data templates and tools, with other key stakeholders:

- **Professional Learning Communities (PLCs):** Within a PLC, teachers can share class-level data. They can discuss their individual class's areas of strength and weakness and any additional data observations and then collaborate to analyze the data and plan for instruction based on the analysis.
- **Administrators:** Educators can share and discuss class-level data (as well as individual-student data, as appropriate) with administrators. These stakeholders can use the data to gauge effectiveness of curriculum and/or instruction and to problem solve accordingly.
- **Intervention and/or Enrichment Program Personnel:** Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic (as well as behavioral) observations so that they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.
- **Parents/Caregivers:** While using the data templates/graphs is helpful for all stakeholders, sharing these visuals with parents/caregivers is integral, as they often don't have the familiarity with the educational assessments and data gleaned that other stakeholders have. Sharing graphs that denote students' progress, such as the students' *My Literacy Journey Trackers* with parents during formal conferences and/or meetings is a great way to ensure parent engagement and involvement in student learning.

First Grade Assessments

Overview

Texas educators should ensure use of a comprehensive assessment program, incorporating a variety of diagnostic, formative, and summative assessments that assess the foundational literacy skills outlined in the Texas Essential Knowledge & Skills (TEKS). Teachers should collect assessment data before, during, and after learning has taken place. They must also choose the appropriate combinations of assessments based on educational purpose and understand how to collect the data so that it is reliable and valid; how to organize the data so that it is easy to read and analyze; and how to best use and communicate the data to ensure that students develop and sustain foundational literacy skills.

Figure 1.2 provides an overview of the TEKS foundational literacy standards and learning objectives that first grade students must master to be skilled readers. Moreover, the table provides a map of the varied assessments within the Just Right Reader Assessment Program, categorizing each assessment by purpose(s) as well as aligning the assessments with grade-level TEKS standards.

The *First Grade Assessment Timetable* (Figure 1.3) follows the systematic *Just Right Reader English Progression*. It includes direction regarding whether all students or a subgroup of students should be assessed and recommendations for frequency and timing of assessment administration dependent on assessment purpose(s). How to prepare for, administer, and score the assessment (as well as reminders or tips related to data collection) are within the directions for each assessment within the Just Right Reader Assessment Program.

While some assessments are first grade-specific, assessing only those skills included in First Grade TEKS Standards, other assessments include skills that are included in the Kindergarten and/or Second Grade TEKS Standards and are labeled with a K-2 designation. The reason is based on assessment purpose(s). For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction. Some students may have not learned skills that were previously taught or may have already learned skills that are designated in other grade levels. Including the option to show what they know related to these standards and skills will provide teachers with data to provide support or enrichment for these students so that they too demonstrate growth. A second example is the progress monitoring *Mastery Measures*. These assessments are designated K-2 because a first grade student, for example, could be working toward mastery of a kindergarten-level skill. Educators can use the progress monitoring measures that best fit students’ needs based on other assessment data collected.

Figure 1.2. First Grade Assessment Overview

FIRST GRADE ASSESSMENT OVERVIEW					
TEKS Standards	Diagnostic	Formative			Summative
Produce a series of rhyming words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	
Distinguish between long and short vowel sounds in one-syllable words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	
Recognize the change in spoken word when a specified phoneme is added, changed, or removed.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	
			<u>Manipulating Phonemes Lesson</u>		
Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>		
		<u>Blending & Segmenting Phonemes Lesson</u>			

TEKS Standards	Diagnostic	Formative		Summative	
Manipulate phonemes within base words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u> <u>Manipulating Phonemes Lesson</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	
Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u> <u>Blending & Segmenting Phonemes Lesson</u>	<u>Phonological Awareness Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u>	Summative Assessments (Sets 11-44)
Decode words in isolation and in context by applying common letter sound correspondence.	Diagnostic Assessment (Phonics) <u>Baseline Assessment: Connected Text Fluency (Sets 11-44)</u>	Informal	Resources: <u>Reading Workouts & Prompting Guide</u> Lessons & Decodables (Sets 11-44)	<u>Phonics Skills Checklist (K-2)(a)</u> <u>Phonics Skills Checklist (K-2)(b)</u> <u>My Literacy Journey (Student Tracker) (K-2)</u> <u>Phonics Skills: Decoding/Encoding Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u> <u>Phonics & Fluency Monitoring Form (K-2)</u>	Summative Assessments (Sets 11-44)
Formal	Mastery Measures (Decoding)				

TEKS Standards	Diagnostic	Formative		Summative	
<p>Decode words with initial and final consonant blends, digraphs, and trigraphs.</p>	<p>Diagnostic Assessment (Phonics)</p> <p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 11-18; 21-25, & 30)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)_(a).</u></p> <p><u>Phonics Skills Checklist (K-2)_(b).</u></p>	<p>Summative Assessments (Sets 11-18; 21-25; & 30)</p>
			<p>Lessons & Decodables (Sets 11-18; 21-25, & 30)</p>	<p><u>My Literacy Journey (Student Tracker)_(K-2).</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (1G).</u></p>	
		<p>Formal</p>	<p>Mastery Measures (Decoding)</p>	<p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	
<p>Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p>	<p>Diagnostic Assessment (Phonics)</p> <p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 26-29; 31-34 & 36-44)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)_(a).</u></p> <p><u>Phonics Skills Checklist (K-2)_(b).</u></p>	<p>Summative Assessments (Sets 26-29; 31-34 & 36-44)</p>
			<p>Lessons & Decodables (Sets 26-29; 31-34 & 36-44)</p>	<p><u>My Literacy Journey (Student Tracker)_(K-2).</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (1G).</u></p>	
		<p>Formal</p>	<p>Mastery Measures (Decoding)</p>	<p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	

TEKS Standards	Diagnostic	Formative		Summative	
Use knowledge of base words to decode common compound words and contractions.	<u>Baseline Assessment: Connected Text Fluency</u> (Set 19)	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>My Literacy Journey (Student Tracker) (K-2)</u> <u>Phonics Skills: Decoding/Encoding Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u> <u>Phonics & Fluency Monitoring Form (K-2)</u>	Summative Assessment (Set 19)
			Lesson & Decodables (Set 19)		
Decode words with inflectional endings, including -ed, -s, and -es.	<u>Baseline Assessment: Connected Text Fluency</u> (Sets 16, 20, 31)	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2) (a)</u> <u>My Literacy Journey (Student Tracker) (K-2)</u> <u>Phonics Skills: Decoding/Encoding Checklist (1G)</u> <u>Small Group Reading Observation Form (K-2)</u> <u>Phonics & Fluency Monitoring Form (K-2)</u>	Summative Assessments (Sets 16, 20, 31)
			Lessons & Decodables (Sets 16, 20, 31)		
Identify and read at least 100 high-frequency words from a research-based list.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2) (a)</u> <u>High Frequency Words Decoding/Encoding Checklist (1G)</u> <u>High Frequency Words Student Checklist (K-2)</u>	
			<u>High Frequency Words Lesson</u>		

TEKS Standards	Diagnostic	Formative		Summative	
<p><i>(continued)</i> Identify and read at least 100 high-frequency words from a research-based list.</p>		Informal	Lessons & Decodables (Sets 11-44)	<p><u>Small Group Reading Observation Form (K-2).</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	
<p>Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)_(a).</u></p> <p><u>Phonics Skills Checklist (K-2)_(b).</u></p>	<p>Summative Assessments (Sets 26-29; 31-34 & 36-44)</p>
			<p><u>Spelling (1G) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (1G).</u></p> <p><u>Small Group Reading Observation Form (K-2)</u></p> <p><u>My Literacy Journey (Student Tracker)_(K-2).</u></p>	
			<p><u>Lessons & Decodables (Sets 26-29; 31-34 & 36-44).</u></p>	<p><u>High Frequency Words Decoding/Encoding Checklist (1G).</u></p>	
<p>Spell words with initial and final consonant blends, digraphs, and trigraphs.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)_(a).</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (1G).</u></p>	<p>Summative Assessments (Sets 11-18; 21-44)</p>
			<p><u>Spelling (1G) Lesson</u></p>	<p><u>Small Group Reading Observation Form (K-2).</u></p>	

TEKS Standards	Diagnostic	Formative		Summative		
<p>(continued) Spell words with initial and final consonant blends, digraphs, and trigraphs.</p>		Informal	Lessons & Decodables (Sets 11-18; 21-44)	<p><u>Phonics Skills: Decoding/Encoding Checklist (1G).</u></p> <p><u>My Literacy Journey (Student Tracker) (K-2).</u></p> <p><u>High Frequency Words Decoding/Encoding Checklist (1G).</u></p>	Summative Assessments (Sets 11-18; 21-44)	
Spell words using sound-spelling patterns.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2) (a).</u>	Summative Assessments (Set 11-44)	
			<u>Spelling (1G) Lesson</u>	<u>Small Group Reading Observation Form (K-2)</u>		<u>Phonics Skills: Decoding/Encoding Checklist (1G).</u>
			Lessons & Decodables (Sets 11 - 44)	<u>My Literacy Journey (Student Tracker) (K-2).</u>		<u>High Frequency Words Decoding/Encoding Checklist (1G).</u>

TEKS Standards	Diagnostic	Formative		Summative	
Spell high-frequency words from a research-based list.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2) (a)</u>	Summative Assessments (Sets 11-44)
			<u>Spelling (1G) Lesson</u>	<u>Small Group Reading Observation Form (K-2)</u>	
			Lessons & Decodables (Sets 11-44)	<u>High Frequency Words Decoding/Encoding Checklist (1G)</u> <u>My Literacy Journey (Student Tracker) (K-2)</u>	

Figure 1.3. First Grade Assessment Timetable

FIRST GRADE ASSESSMENT TIMETABLE					
Assessment		Level	Students	Frequency	Schedule
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set
	Phonics	Course	All	Annually	before Set 11 (or upon student enrollment)
Formative (in-the-moment)	<i>See Figure 1.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.</i>	Lesson	All	Daily	in-the-moment throughout Sets 11 - 44
Formative (progress monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 11 - 44
	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/Unit	Not yet mastered (<60%)	2x per week	as informal, formative assessments and/or summative assessments indicate a need (Sets 11 - 44)
			Not yet mastered (61%-80%)	Weekly	
			Not yet mastered (81%-91%)	Bi-weekly	
Summative	End-of-Unit/Set (Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 11 - 44)
	Spelling Tests [See Spelling (1G) Lesson.]	Lesson/Unit	All	Weekly to Bi-Weekly	throughout Sets 11 - 44

Diagnostic Assessments

Just Right Reader has included a first grade course-level diagnostic. This formal, standardized diagnostic assessment assesses curriculum-based phonics skills that will be learned over the school year and provides a baseline of performance. As indicated in Figure 1, this diagnostic assessment should be administered before instruction of the assessed skills begins and can assist educators in organizing students for small group instruction (TEA, 2023). Detailed guidance regarding who should be assessed using the diagnostic assessment, which section(s) to administer, when to administer the assessment, and how to administer this assessment is included in part in Figure 1.3: *First Grade Assessment Timetable* and in total within the *Diagnostic Assessment (Phonics) Administration Guide* (Appendix A).

Formative Assessments

Formative assessments happen during learning. “In-the-moment” or “on-the-fly” assessments happen during a lesson or activity (NCTE, p. 3). Others are more formal and are decided before instruction is planned or are embedded within the curriculum and used to gather data at significant points during the learning process (NCTE, p. 3). All seek to understand students’ current levels of performance and to use teachers’ knowledge and expertise regarding the curriculum and pedagogy to refine practice and improve student learning (NCTE, p. 2).

Educators utilize assessment tools, such as checklists, rubrics, and observation forms, to frequently assess students’ progress toward and mastery of phonological awareness, the alphabetic principle, phonics (decoding and encoding, including high frequency words), and fluency skills during day-to-day, lesson-embedded activities. Several varied, in-the-moment formative assessment tool templates, including digital, editable copies (linked within Figure 1.2), are provided within the Just Right Reader Assessment Program. In addition, Just Right Reader’s supplemental Progress Monitoring Guide includes step-by-step guidance to monitor progress using planned, formative assessment with a combination of data tools.

Mastery Measures (skill-based probes) (Appendix B) are more formal progress monitoring assessments included in the Just Right Reader Assessment Program. These Mastery Measures evaluate student performance one skill at-a-time to ensure mastery before moving to the next skill (IRIS Center, 2024). Detailed guidance regarding who should be assessed using Mastery Measures, which measure(s) to administer, when to administer the probe(s), and how to administer these progress monitoring assessments is included in part in Figure 1.3. *First Grade Assessment Timetable* and in total within the *Mastery Measure Administration Guide* (Appendix B).

Summative Assessments

Just Right Reader's *First Grade Assessments* include summative assessments (see Figure 1.2 and Appendix D). These standards-aligned assessments are a summation of learning and are administered at the end of each unit or lesson, as indicated in the *Assessment Timetable* (Figure 1.3). The intent of the summative assessment is to measure and report students' mastery of the assessed standards/skills (IRIS Center, 2006). Teachers can also use this summative data to identify skills that need retaught, reinforced and/or to monitor students' progress depending on timing of the summative assessment(s) within the school year (IRIS Center, 2006).

Data-Driven Instruction

Collecting & Analyzing the Data

Directions within each diagnostic and summative assessment include guidance regarding data collection and scoring. The *Progress Monitoring Guide*, along with the informal, in-the-moment assessment ideas and accompanying resources (i.e., *Reading Workouts*, *Prompting Guide*, activities within lesson, and data tools) include useful information related to collecting and analyzing formative data as well.

Graphing data is an effective means to easily understand, analyze, use, and communicate progress monitoring data with key stakeholders. The Just Right Reader Assessment program includes graph templates (with guidance on how to use them) that educators can use to help identify patterns, trends, relationships and outlying data as well as to communicate individual student and/or class progress. A graph for students to monitor their progress toward curriculum-based standards and skills is also included. The *Collecting & Analyzing the Data* table (Figure 1.4) lists recommended assessment tools and includes the purpose(s) of the tools as well.

Figure 1.4. *Collecting & Analyzing the Data*

Diagnostic Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Class/Student	<u>Diagnostic (Phonics) Graph (K-2)</u>	to determine flexible grouping; to assess class baseline general knowledge and to determine students' learning needs to inform instruction
Student	<u>Phonological Awareness Checklist (1G)</u>	to inform flexible grouping; to track students' mastery of curriculum-based skills (general) and to determine students' learning needs to inform instruction
	<u>Phonics Skills Checklist (K-2) (b)</u>	

Level of Analysis	Assessment Tool	Purpose of Tool
Student	<u>Phonics Skills: Decoding/Encoding Checklist (1G).</u>	to inform flexible grouping; to track students' mastery of curriculum-based skills (standard-specific) and to determine students' learning needs to inform instruction
	<u>Baseline Assessment: Connected Text Fluency</u>	to document students' baseline understanding of phonological awareness (blending & segmenting sounds), phonics, fluency, and comprehension using connected text and to determine students' learning needs to inform instruction
	<u>Self-Monitoring: My Literacy Journey (Student Tracker) (K-2).</u>	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track mastery of curriculum-based skills

Formative Assessment: Collecting & Analyzing the Data

Level of Analysis	Assessment Tool	Purpose of Tool
Student/Class	<u>Small Group Reading Observation Form (K-2).</u>	to track observations of students' learning and instructional next steps during small group instruction
	<u>Phonological Awareness Checklist (1G)</u>	to monitor students' mastery of curriculum-based skills to inform instruction
	<u>Phonics Skills Checklist (K-2) (b).</u>	
	<u>Phonics Skills: Decoding/Encoding Checklist (1G).</u>	to monitor students' mastery of decoding and encoding specific curriculum-based skills to inform instruction
	<u>High Frequency Words Decoding/Encoding Checklist (1G).</u>	to monitor students' mastery of select high frequency words to inform instruction
Student	<u>Phonics & Fluency Monitoring Form (K-2).</u>	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends to inform instruction
	<u>Phonics Skills Checklist (K-2) (a).</u>	to monitor what students can do, strengths and areas for improvement and to inform instruction

Level of Analysis	Assessment Tool	Purpose of Tool
Student	Self-Monitoring: <u>My Literacy Journey (Student Tracker)</u> (K-2).	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track growth and mastery of curriculum-based skills
	Self-Monitoring: <u>High Frequency Words Student Checklist</u> (K-2).	

Summative Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Class	<u>Summative Assessment: Class Scores Graph</u> (1G).	to monitor the class's average score on each summative assessment
Student/Class	<u>Phonological Awareness Checklist</u> (1G).	to monitor students' mastery of curriculum-based skills (general)
	<u>Phonics Skills Checklist</u> (K-2) (b).	
	<u>Phonics Skills: Decoding/Encoding Checklist</u> (1G).	to monitor students' mastery of curriculum-based skills (standard-specific)
	<u>High Frequency Words Encoding/Decoding Checklist</u> (1G)).	
Student	Self-Monitoring: <u>My Literacy Journey (Student Tracker)</u> (K-2).	for students to set goal(s), track progress toward meeting those goals, and to track mastery of phonics skills
	Self-Monitoring: <u>High Frequency Words Student Checklist</u> (K-2).	

Using the Data

Diagnostic

Educators use diagnostic assessment to “diagnose” knowledge, skills, and abilities that students already know (their strengths) and skills that students have not yet learned or mastered. Teachers use the diagnostic results to guide them as they decide next instructional steps to support or to enrich students’ learning during whole-class, small-group, and/or personalized instruction.

For students that enroll after the start of school, diagnostic data can provide evidence of any strengths and/or skill gaps so that educators can plan accordingly. If skill gaps exist, educators can plan to accelerate instruction, closing gaps quickly with targeted intervention and progress monitoring.

Example Scenario

A student enrolls in the second semester and the teacher administers the *Diagnostic Assessment (Phonics) (K-2)*. The data indicates that the student cannot yet recognize all the letters' sounds, a kindergarten-level skill. The teacher realizes that she should accelerate this student's learning of letter sounds to close this large skill gap, so she uses her error analysis of the diagnostic data, determines which specific letter sounds the student does not yet know, and plans to address these gaps during small group instruction using the What's My Sound activity from the *Reading Workouts* and suggestions from the Decoding section of the *Prompting Guide*. She also plans to administer the *Mastery Measures* for letter sounds twice per week to monitor this student's progress toward this skill.

Formative

Educators also use formative assessments to identify students' learning strengths and areas of need so that they can adjust their instruction to provide targeted, differentiated support and enrichment. Educators use the in-the-moment, informal formative assessment data they collect immediately to adjust instruction on-the-fly. Feedback is specific, and teacher action is immediate.

Example Scenario A (continuing the example scenario above)

She continues to informally assess the student's application of letter sound recognition and application to reading during instruction as the student engages with the Just Right Reader decodable texts. Following the steps in the *Progress Monitoring Guide*, she assigns a new section from the decodable. She observes and records phonics applications, looking specifically for mastery of those target skills identified by the diagnostic assessment on the *Small Group Reading Observation Form*. She provides immediate feedback as the student reads the target letter sounds correctly or incorrectly, using prompts from the *Prompting Guide*, such as "What does that letter say?" and/or "Does that sound like a word you know?"

Example Scenario B

An educator is teaching a small group lesson. Within the lesson, he asks students to produce a series of rhyming words. He notices that one student consistently answers incorrectly. The student has not yet mastered the phonological awareness skill. On-the-fly, he decides to offer additional, quick explicit instruction of rhyming words for this student and provides the student with only two rhyming words, asking the student to first identify if the words rhyme while the other students continue to create a series of rhyming words. After a few rounds of guided, accurate practice using two words, he moves to three and then has the student produce three rhyming words. The student is no longer "stuck" on this skill and is able to join the others in creating a series of rhyming words.

Example Scenario C

Late in the school year, an educator is teaching a small group of students who have demonstrated advanced understanding of decoding vowel teams according to the diagnostic assessment and formative fluency monitoring. Instead of guided decoding practice, he assigns independent decoding practice, asking students to partner-read, listening in as students read. Noticing some weaknesses with prosody and reading rate, he uses the *Prompting Guide*, and in-the-moment, he offers explicit instruction related to these two aspects of fluency and additional guided practice, providing the students with encouragement and feedback throughout. He's sure to note his observations using Just Right Reader data tools (e.g., *Small Group Reading Observation Form* and *Phonics & Fluency Monitoring Form*).

The *Prompting Guide* provides additional ideas of how to interpret and respond in-the-moment while students are reading. It addresses common breakdowns that occur when students are practicing reading and writing. Prompts remind students of what they already know and support them to apply what has been taught.

Educators also use more formal formative assessments, such as mastery measurement (progress monitoring probes). Unlike in-the-moment formative assessments, data analysis and teacher action are delayed in mastery measurements – the changes to instruction don't happen immediately. *Mastery Measures* evaluate a student's understanding of a single target skill to ensure mastery before moving on to the next skill (IRIS Center, 2024). Each of the Just Right Reader *Mastery Measures* contains ten different probes assessing the same skill so that students have frequent, repeated opportunities to show mastery of the target skill(s).

Summative

Educators use summative assessments to “sum up” students' learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate students' mastery. Because students don't have the opportunity to better their performance on these assessments, they are summative; however, depending on when during the school year the assessment is administered, educators can use the data from summative assessments to tailor future instruction to individual student's needs. If a student showed that they did not master the digraph -ck on the summative assessment, for example, the teacher would continue to fold that skill into that student's small group instruction, ensuring mastery of the skill even though it has already been assessed summatively.

Involving Key Stakeholders: Communicating the Data

Student Involvement

Educators should communicate assessment data with students and involve them in monitoring their progress. If students are aware of the skills they have already mastered and those which they still need to learn, with educator help, they can set goals and in turn increase or sustain motivation. The Just Right Reader Assessment Program includes recommended data tools to engage students in self-monitoring.

Example Scenario

An educator administers the diagnostic assessment at the year's beginning and plans to introduce students to goal setting and the *My Literacy Journey (Student Tracker)* shortly after.

As part, the educator shares with a student that he has mastered all his CVC short vowel sounds, almost all his digraphs, and has already mastered some beginning blends. The student is pleased to hear all he's learned already and to place star stickers on the skills he's mastered already on his *My Literacy Journey (Student Tracker)*. He's eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: I will learn the digraphs -ng and wh- and continue to practice my beginning blends. As the student learns the digraphs and blends and demonstrates mastery, with teacher guidance, he places additional stars on his chart.

Note: As indicated within the teacher directions/exemplar, because the tracker includes all skills in the K-2 progression, the teacher will want to edit and personalize the tracker, narrowing the content to only those skills that the student is striving to master within their goal or to those skills combined with only one or two skills beyond what the student has set as their goal. The reason skills have not been separated by grade-level standards is to account for those students who have advanced beyond grade level skills and those who are working on skills below grade-level.

Other Stakeholder Involvement

In addition to sharing with and involving students in monitoring their progress and achievement, educators should consider the following ideas for communicating data, using the varied Just Right Reader data templates and tools, with other key stakeholders:

- **Professional Learning Communities (PLCs):** Within a PLC, teachers can share class-level data. They can discuss their individual class's areas of strength and weakness and any additional data observations and then collaborate to analyze the data and plan for instruction based on the analysis.
- **Administrators:** Educators can share and discuss class-level data (as well as individual-student data, as appropriate) with administrators. These stakeholders can use the data to gauge effectiveness of curriculum and/or instruction and to problem solve accordingly.
- **Intervention and/or Enrichment Program Personnel:** Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic (as well as behavioral) observations so that they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.

- **Parents/Caregivers:** While using the data templates/graphs is helpful for all stakeholders, sharing these visuals with parents/caregivers is integral, as they often don't have the familiarity with the educational assessments and data gleaned that other stakeholders have. Sharing graphs that denote students' progress, such as the students' *My Literacy Journey Trackers* with parents during formal conferences and/or meetings is a great way to ensure parent engagement and involvement in student learning.

Second Grade Assessments

Overview

Texas educators should ensure use of a comprehensive assessment program, incorporating a variety of diagnostic, formative, and summative assessments that assess the foundational literacy skills outlined in the Texas Essential Knowledge & Skills (TEKS). Teachers should collect assessment data before, during, and after learning has taken place. They must also choose the appropriate combinations of assessments based on educational purpose(s) and understand how to collect the data so that it is reliable and valid; how to organize the data so that it is easy to read and analyze; and how to best use and communicate the data to ensure that students develop and sustain foundational literacy skills.

Figure 2.2 provides an overview of the TEKS foundational literacy standards and learning objectives that second grade students must master to be skilled readers. Moreover, the table provides a map of the varied assessments within the Just Right Reader Assessment Program, categorizing each assessment by purpose(s) as well as aligning the assessments to grade-level TEKS standards.

The *Second Grade Assessment Timetable* (Figure 2.3) follows the systematic *Just Right Reader English Progression*. It includes direction regarding whether all students or a subgroup of students should be assessed and recommendations for frequency and timing of assessment administration dependent on assessment purpose(s). How to prepare for, administer, and score the assessment (as well as reminders or tips related to data collection) are within the directions for each assessment within the Just Right Reader Assessment Program.

While some assessments are second grade-specific, assessing only those skills included in Second Grade TEKS Standards, other assessments include skills that are included in the Kindergarten and/or First Grade TEKS Standards and are labeled with a K-2 designation. The reason is based on assessment purpose(s). For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction, and some students may have not learned skills that were previously taught or may have already learned skills that will be taught later in the year. Including the option to show what they know related to these standards and skills will provide teachers with data to provide support or enrichment for these students so that they too demonstrate growth. A second example is the progress monitoring *Mastery Measures*. These assessments are designated K-2 because a first grade student, for example, could be working toward mastery of a kindergarten-level skill. Educators can use the progress monitoring measures that best fit students’ needs based on other assessment data collected.

Figure 2.2. Second Grade Assessment Overview

SECOND GRADE ASSESSMENT OVERVIEW				
TEKS Standards	Diagnostic	Formative		Summative
Produce a series of rhyming words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (2G)</u> <u>Small Group Reading Observation Form (K-2)</u>
Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (2G)</u> <u>Small Group Reading Observation Form (K-2)</u>
Recognize the change in spoken word when a specified phoneme is added, changed, or removed.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (2G)</u> <u>Small Group Reading Observation Form (K-2)</u>
			<u>Manipulating Phonemes Lesson</u>	
Manipulating phonemes within base words.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (2G)</u> <u>Small Group Reading Observation Form (K-2)</u>
	<u>Manipulating Phonemes Lesson</u>			
Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.	Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonological Awareness Checklist (2G)</u> <u>Small Group Reading Observation Form (K-2)</u>	Summative Assessments (Sets 26-30 Review & 31-55)
		<u>Blending & Segmenting Phonemes Lesson</u>		

TEKS Standards	Diagnostic	Formative		Summative	
<p>Decode words with short, long, or variant vowels, trigraphs, and blends.</p>	<p>Diagnostic Assessment (Phonics)</p> <p>Baseline Assessment: Connected Text Fluency (Sets 26-30 Review & 31-55)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a).</u></p> <p><u>Phonics Skills Checklist (K-2).(b).</u></p> <p><u>My Literacy Journey (Student Tracker).(K-2).</u></p>	<p>Summative Assessments (Sets 26-30 Review & 31-55)</p>
			<p>Lessons & Decodables (Sets 26-30 Review & 31-55)</p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (2G).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p>	
<p>Decode words with silent letters such as knife and gnat.</p>	<p><u>Baseline Assessment: Connected Text Fluency (Sets 50-55)</u></p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a).</u></p> <p><u>My Literacy Journey (Student Tracker).(K-2).</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (2G).</u></p> <p><u>Small Group Reading Observation Form (K-2).</u></p>	<p>Summative Assessments (Sets 50-55)</p>
			<p>Lessons & Decodables (Sets 50-55)</p>	<p><u>Phonics & Fluency Monitoring Form (K-2).</u></p>	

TEKS Standards	Diagnostic	Formative		Summative	
<p>Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p>	<p>Diagnostic Assessment (Phonics)</p> <p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 31-55)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)(a)</u></p> <p><u>Phonics Skills Checklist (K-2)(b)</u></p> <p><u>My Literacy Journey (Student Tracker)(K-2)</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p> <p><u>Small Group Reading Observation Form (K-2)</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
<p>Decode compound words, contractions, and common abbreviations.</p>	<p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 31-55)</p>		<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	
<p>Lessons & Decodables (Sets 31-55)</p>	<p>Lessons & Decodables (Sets 31 to 55)</p>				

TEKS Standards	Diagnostic	Formative		Summative	
<p>Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</p>	<p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 31-55)</p>	<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2).(a)</u></p> <p><u>Phonics Skills Checklist (K-2).(b)</u></p> <p><u>My Literacy Journey. (Student Tracker).(K-2)</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p> <p><u>Small Group Reading Observation Form (K-2)</u></p> <p><u>Phonics & Fluency Monitoring Form (K-2)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
<p>Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, and -er, and -est.</p>	<p><u>Baseline Assessment: Connected Text Fluency</u> (Sets 26-30 Review & 31-55)</p>		<p>Informal</p>	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	
		<p>Lessons & Decodables (Sets 31-55)</p>		<p>Lessons & Decodables (Sets 26-30 Review & 31-55)</p>	

TEKS Standards	Diagnostic	Formative			Summative
Identify and read high-frequency words from a research-based list.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>High Frequency Words Decoding/Encoding Checklist (2G)</u> .	
	<u>High Frequency Words Lesson</u>		<u>High Frequency Words Student Checklist (K-2)</u> .		
	Lessons & Decodables (Sets 26-30 Review & 31-55)		<u>Small Group Reading Observation Form (K-2)</u> . <u>Phonics & Fluency Monitoring Form (K-2)</u> .		
Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2).(a)</u> . <u>My Literacy Journey. (Student Tracker).(K-2)</u> .	Summative Assessments (Sets 26-30 Review & 31-55)
	<u>High Frequency Words Lesson</u>		<u>Phonics Skills: Decoding/Encoding Checklist (2G)</u> . <u>Small Group Reading Observation Form (K-2)</u> .		
	Lessons & Decodables (Sets 26-30 Review & 31-55)		<u>High Frequency Words Decoding/Encoding Checklist (2G)</u> .		
Spell words with silent letters such as knife and gnat.		Informal	Resources: <u>Reading Workouts & Prompting Guide</u>	<u>Phonics Skills Checklist (K-2).(a)</u> . <u>My Literacy Journey. (Student Tracker).(K-2)</u> .	Summative Assessments (Sets 50-55)
	<u>Spelling (2G) Lesson</u>		<u>Phonics Skills: Decoding/Encoding Checklist (2G)</u> .		
	Lessons & Decodables (Sets 50-55)		<u>Small Group Reading Observation Form (K-2)</u> .		

TEKS Standards	Diagnostic	Formative			Summative
<p>Spell compound words, contractions, and common abbreviations.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)(a)</u></p> <p><u>My Literacy Journey (Student Tracker)(K-2)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
			<p><u>Spelling (2G) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p> <p><u>Small Group Reading Observation Form (K-2)</u></p>	
			<p><u>Lessons & Decodables (Sets 31-55)</u></p>	<p><u>High Frequency Words Decoding/Encoding Checklist (2G)</u></p>	
<p>Spell multisyllabic words with multiple sound-spelling patterns.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)(a)</u></p> <p><u>My Literacy Journey (Student Tracker)(K-2)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
			<p><u>Spelling (2G) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p>	
			<p><u>Lessons & Decodables (Sets 31-55)</u></p>	<p><u>Small Group Reading Observation Form (K-2)</u></p>	

TEKS Standards	Diagnostic	Formative			Summative
<p>Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)(a)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
			<p><u>Spelling (2G) Lesson</u></p>	<p><u>My Literacy Journey (Student Tracker)(K-2)</u></p> <p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p>	
			<p>Lessons & Decodables (Sets 31-55)</p>	<p><u>Small Group Reading Observation Form (K-2)</u></p>	
<p>Spell words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing and -er, and -est.</p>		Informal	<p>Resources: <u>Reading Workouts & Prompting Guide</u></p>	<p><u>Phonics Skills Checklist (K-2)(a)</u></p> <p><u>My Literacy Journey (Student Tracker)(K-2)</u></p>	<p>Summative Assessments (Sets 31-55)</p>
			<p><u>Spelling (2G) Lesson</u></p>	<p><u>Phonics Skills: Decoding/Encoding Checklist (2G)</u></p> <p><u>Small Group Reading Observation Form (K-2)</u></p>	
			<p>Lessons & Decodables (Sets 31-55)</p>	<p><u>High Frequency Words Decoding/Encoding Checklist (2G)</u></p>	

Figure 2.3. Second Grade Assessment Timetable

SECOND GRADE ASSESSMENT TIMETABLE					
Assessment		Level	Students	Frequency	Schedule
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set
	Phonics	Course	All	Annually	before Set 26-30 Review (or upon student enrollment)
Formative (in-the-moment)	<i>See Figure 2.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.</i>	Lesson	All	Daily	in-the-moment throughout Sets 26-30 Review & 31-55
Formative (progress monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 26-30 Review & 31-55
	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/Unit	Not yet mastered (<60%)	2x per week	as informal formative assessments and/or summative assessments indicate a need (Sets 26-30 Review & 31-55)
			Not yet mastered (61%-80%)	Weekly	
Not yet mastered (81%-91%)			Bi-weekly		
Summative	End-of-Unit/Set (Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 26-30 Review & 31-55)
	Spelling Tests [See Spelling (2G) Lesson.]	Lesson/Unit	All	Weekly to Bi-Weekly	throughout Sets 26-30 Review & 31-55

Diagnostic Assessments

Just Right Reader has included a Second Grade course-level diagnostic. This formal, standardized diagnostic assessment assesses curriculum-based phonics skills that will be learned over the school year and provides a baseline of performance. As indicated in Figure 1, this diagnostic assessment should be administered before instruction of the assessed skills begins and can assist educators in organizing students for small group instruction (TEA, 2023). Detailed guidance regarding who should be assessed using the diagnostic assessment, which section(s) to administer, when to administer the assessment, and how to administer this assessment is included in part in *Figure K.3. Kindergarten Assessment Timetable* and in total within the *Diagnostic Assessment (Phonics) Administration Guide* (Appendix A).

Formative Assessments

Formative assessments happen during learning. “In-the-moment” or “on-the-fly” assessments happen during a lesson or activity (NCTE, p. 3). Others are more formal and are decided before instruction is planned or are embedded within the curriculum and used to gather data at significant points during the learning process (NCTE, p. 3). All seek to understand students’ current levels of performance and to use teachers’ knowledge and expertise regarding the curriculum and pedagogy to refine practice and improve student learning (NCTE, p. 2).

Educators utilize assessment tools, such as checklists, rubrics, and observation forms, to frequently assess students’ progress toward and mastery of phonological awareness, the alphabetic principle, phonics (decoding and encoding, including high frequency words), and fluency skills during day-to-day, lesson-embedded activities. Several varied, in-the-moment formative assessment tool templates, including digital, editable copies (linked within Figure 2.2), are provided within the Just Right Reader Assessment Program. In addition, Just Right Reader’s supplemental Progress Monitoring Guide includes step-by-step guidance to monitor progress using planned, formative assessment with a combination of data tools.

Mastery Measures (skill-based probes) (Appendix B) are more formal progress monitoring assessments included in the Just Right Reader Assessment Program. These *Mastery Measures* evaluate student performance one skill at-a-time to ensure mastery before moving to the next skill (IRIS Center, 2024). Detailed guidance regarding who should be assessed using *Mastery Measures*, which measure(s) to administer, when to administer the probe(s), and how to administer these progress monitoring assessments is included in part in *Figure 2.3. Second Grade Assessment Timetable* and in total within the *Mastery Measure Administration Guide* (Appendix B).

Summative Assessments

Just Right Reader's *Second Grade Assessments* include summative assessments (see Figure 2.2 and Appendix E). These standards-aligned assessments are a summation of learning and are administered at the end of each unit or lesson, as indicated in the *Assessment Timetable* (Figure 2.3). The intent of the summative assessment is to measure and report students' mastery of the assessed standards/skills (IRIS Center, 2006). Teachers can also use this summative data to identify skills that need retaught, reinforced and/or to monitor students' progress depending on timing of the summative assessment(s) within the school year (IRIS Center, 2006).

Data-Driven Instruction

Collecting & Analyzing the Data

Directions within each diagnostic and summative assessment include guidance regarding data collection and scoring. A *Progress Monitoring Guide*, along with the informal, in-the-moment assessment ideas and accompanying resources (i.e., *Reading Workouts*, *Prompting Guide*, activities within lesson, and data tools), include useful information related to collecting and analyzing formative data as well.

Graphing data is an effective means to easily understand, analyze, use, and communicate progress monitoring data with key stakeholders. The Just Right Reader Assessment program includes graph templates (with guidance on how to use them) that educators can use to help identify patterns, trends, relationships and outlying data as well as to communicate individual student and/or class progress. A graph for students to monitor their progress toward curriculum-based standards and skills is also included. The *Collecting & Analyzing the Data* table (Figure 2.4) lists recommended assessment tools and includes the purpose(s) of the tools as well.

Figure 2.4. *Collecting & Analyzing the Data*

Diagnostic Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Student/Class	<u>Diagnostic (Phonics) Graph (K-2)</u>	to determine flexible grouping; to assess class baseline general knowledge and to determine students' learning needs to inform instruction
Student	<u>Phonological Awareness Checklist (2G)</u>	to inform flexible grouping; to track students' mastery of curriculum-based skills (general) and to determine students' learning needs to inform instruction
	<u>Phonics Skills Checklist (K-2) (b)</u>	

Level of Analysis	Assessment Tool	Purpose of Tool
Student	<u>Phonics Skills: Decoding/Encoding Checklist (2G).</u>	to inform flexible grouping; to track students' mastery of curriculum-based skills (standard-specific) and to determine students' learning needs to inform instruction
	<u>Baseline Assessment: Connected Text Fluency</u>	to document students' baseline understanding of phonological awareness (blending & segmenting sounds), phonics, fluency, and comprehension using connected text and to determine students' learning needs to inform instruction
	<u>Self-Monitoring: My Literacy Journey (Student Tracker) (K-2).</u>	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track mastery of curriculum-based skills

Formative Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Student/Class	<u>Small Group Reading Observation Form (K-2).</u>	to track observations of students' learning and instructional next steps during small group instruction
	<u>Phonological Awareness Checklist (2G).</u>	to monitor students' mastery of curriculum-based skills to inform instruction
	<u>Phonics Skills Checklist (K-2) (b).</u>	
	<u>Phonics Skills: Decoding/Encoding Checklist (2G).</u>	to monitor students' mastery of decoding and encoding specific curriculum-based skills to inform instruction
	<u>High Frequency Words Decoding/Encoding Checklist (2G).</u>	to monitor students' mastery of select high frequency words to inform instruction
Student	<u>Phonics & Fluency Monitoring Form (K-2).</u>	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends to inform instruction
	<u>Phonics Skills Checklist (K-2) (a).</u>	to monitor what students can do, strengths and areas for improvement and to inform instruction

Level of Analysis	Assessment Tool	Purpose of Tool
Student	Self-Monitoring: <u>My Literacy Journey (Student Tracker) (K-2).</u>	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track growth and mastery of curriculum-based skills
	Self-Monitoring: <u>High Frequency Words Student Checklist (K-2).</u>	

Summative Assessment: Collecting & Analyzing the Data		
Level of Analysis	Assessment Tool	Purpose of Tool
Class	<u>Summative Assessment: Class Scores Graph (2G).</u>	to monitor the class's average score on each summative assessment
Student/Class	<u>Phonological Awareness Checklist (2G).</u>	to monitor students' mastery of curriculum-based skills (general)
	<u>Phonics Skills Checklist (K-2) (b).</u>	
	<u>Phonics Skills: Decoding/Encoding Checklist (2G).</u>	to monitor students' mastery of curriculum-based skills (standard-specific)
<u>High Frequency Words Decoding/Encoding Checklist (2G).</u>		
Student	Self-Monitoring: <u>My Literacy Journey (Student Tracker) (K-2).</u>	for students to set goal(s), track progress toward meeting those goals, and to track mastery of phonics skills
	Self-Monitoring: <u>High Frequency Words Student Checklist (K-2).</u>	

Using the Data

Diagnostic

Educators use diagnostic assessment to “diagnose” knowledge, skills, and abilities that students already know (their strengths) and skills that students have not yet learned or mastered. Teachers use the diagnostic results to guide them as they decide next instructional steps to support or to enrich students’ learning during whole-class, small-group, and/or personalized instruction.

For students that enroll after the start of school, diagnostic data can provide evidence of any strengths and/or skill gaps so that educators can plan accordingly. If skill gaps exist, educators can plan to accelerate instruction, closing gaps quickly with targeted intervention and progress monitoring.

Example Scenario

A student enrolls in the second semester and the teacher administers the *Diagnostic Assessment (Phonics) (K-2)*. The data indicates that the student can not read digraphs in single syllable words, a first grade-level skill. The teacher realizes that she should accelerate this student's learning of digraphs to close this large skill gap, so she uses her error analysis of the diagnostic data, determines which specific digraphs the student does not yet know, and plans to address these gaps during small group instruction using the What's My Sound activity from the *Reading Workouts* and suggestions from the Decoding section of the *Prompting Guide*. She also plans to administer the *Mastery Measures* for digraphs twice per week to monitor this student's progress toward this skill.

Formative

Educators also use formative assessments to identify students' learning strengths and areas of need so that they can adjust their instruction to provide targeted, differentiated support and enrichment. Educators use the in-the-moment, informal formative assessment data they collect immediately to adjust instruction on-the-fly. Feedback is specific, and teacher action is immediate.

Example Scenario

An educator is teaching a small group lesson. Within the lesson, he asks students to provide a thumbs up if a series of words rhyme and a thumbs down if the series of words do not rhyme. He notices that one student consistently answers incorrectly. The student has not yet mastered the phonological awareness skill. On-the-fly, he decides to offer additional, quick explicit instruction on a series of rhyming words for this student while the other students engage in a rhyming picture card game, practicing the skills they've just learned. After a few rounds of guided, accurate practice, the student is no longer "stuck" on this skill and is soon able to join the others in playing the card game while the educator observes and offers necessary feedback.

Example Scenario B

An educator is teaching a small group of students who are struggling to decode VCe (a_e) words. One student catches on quickly and shows mastery of a_e words during a Reading Workout activity, while the others continue to need guided practice and feedback. He notes this student's progress on the Small Group Reading Observation Form and then immediately adjusts his instruction, substituting o_e for those words with a_e. (o_e words was the subsequent learning goal for that student.) The student continues to learn and grow.

The Prompting Guide provides additional ideas of how to interpret and respond in-the-moment while students are reading. It addresses common breakdowns that occur when students are practicing reading and writing. Prompts remind students of what they already know and support them to apply what has been taught.

Educators also use more formal formative assessments, such as Mastery Measures (progress monitoring probes). Unlike in-the-moment formative assessments, data analysis and teacher action are delayed in mastery measurements—the changes to instruction don't happen immediately. Mastery Measures evaluate a student's understanding of a single target skill to ensure mastery before moving on to the next skill (IRIS Center, 2024). Each of the Just Right Reader *Mastery Measures* contains ten different probes assessing the same skill so that students have frequent, repeated opportunities to show mastery of the target skill(s).

Diagnostic

Educators use summative assessments to “sum up” students' learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate students' mastery. Because students don't have the opportunity to better their performance on these assessments, they are summative; however, depending on when during the school year the assessment is administered, educators can use the data from summative assessments to tailor future instruction to individual student's needs. If a student showed that they did not master the digraph -ck on the summative assessment, for example, the teacher would continue to fold that skill into that student's small group instruction, ensuring mastery of the skill even though it has already been assessed summatively.

Involving Key Stakeholders: Communicating the Data

Student Involvement

Educators should communicate assessment data with students and involve them in monitoring their progress. If students are aware of the skills they have already mastered and those which they still need to learn, with educator help, they can set goals and in turn increase or sustain motivation. The Just Right Reader Assessment Program includes recommended data tools to engage students in self-monitoring.

Example Scenario

Example Scenario: An educator administers the diagnostic assessment at the year's beginning and plans to introduce students to goal setting and the *My Literacy Journey (Student Tracker)* shortly after. As part, the educator shares with a student that he has mastered all his digraphs and blends and has almost mastered his trigraphs and his VCe syllables. The student is pleased to hear all he's learned already and to place star stickers on the skills he's mastered already on his *My Literacy Journey (Student Tracker)*. He's eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: I will learn the trigraph -dge, the u_e syllable and the e_e syllable. As the student learns the trigraph and VCe patterns and demonstrates mastery, with teacher guidance, he places additional stars on his chart.

Note: As indicated within the teacher directions/exemplar, because the tracker includes all skills in the K-2 progression, the teacher will want to edit and personalize the tracker, narrowing the content to only those skills that the student is striving to master within their goal or to those skills combined with only one or two skills beyond what the student has set as their goal. The reason skills have not been separated by grade-level standards is to account for those students who have advanced beyond grade level skills and those who are working on skills below grade-level.

Other Stakeholder Involvement

In addition to sharing with and involving students in monitoring their progress and achievement, educators should consider the following ideas for communicating data, using the varied data templates and tools, with other key stakeholders:

- **Professional Learning Communities (PLCs):** Within a PLC, teachers can share class-level data. They can discuss their individual class's areas of strength and weakness and any additional data observations and then collaborate to analyze the data and plan for instruction based on the analysis.
- **Administrators:** Educators can share and discuss class-level data (as well as individual-student data, as appropriate) with administrators. These stakeholders can use the data to gauge effectiveness of curriculum and/or instruction and to problem solve accordingly.
- **Intervention and/or Enrichment Program Personnel:** Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic (as well as behavioral observations) so that they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.
- **Parents/Caregivers:** While using the data templates/graphs is helpful for all stakeholders, sharing these visuals with parents/caregivers is integral, as they often don't have the familiarity with the educational assessments and data gleaned that other stakeholders have. Sharing graphs that denote students' progress, such as the students' *My Literacy Journey Trackers* with parents during formal conferences and/or meetings is a great way to ensure parent engagement and involvement in student learning.

References

The IRIS Center. (2006). UDL (page 5): Assessments. Retrieved from <https://IRIS.peabody.vanderbilt.edu/module/udl/cresource/q2/p05/>

The IRIS Center. (2024). Information Brief – Progress Monitoring: Mastery Measurement vs. General Outcome Measurement. Retrieved from https://IRIS.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Progress_Monitoring_InfoBrief.pdf

National Council for Teachers of English (NCTE). (2013). NCTE Position Statement: Formative Assessment That Truly Informs Instruction. https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment_single.pdf

Texas Education Agency. (2023, December 6). 2023 TAC TEA Optional Testing Programs. <https://tea.texas.gov/student-assessment/testing/student-assessment-overview>

Texas Education Agency. (n.d.) TEKS Guide. Retrieved from <https://www.teksguide.org/teks-guide>

Texas Gateway for Online Resources by TEA. (n.d.) Assessment and Data–Informal Assessment. <https://www.texasgateway.org/resource/assessment-and-data-informal-assessment>

Appendix A: Diagnostic Assessment (Phonics)

Diagnostic Assessment (Phonics): Administration Guide

Preparation

- **Diagnostic Assessment (Phonics) Administration Guide:** Read this administration guide prior to administering the assessment.
- **Diagnostic Assessment (Phonics) Response Record (one copy per student):** This assessment will be administered one student at a time. Ensure you have a copy of the *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student. You will record individual student data.
- **Diagnostic Assessment (Phonics) Student Handout (one laminated copy):** Prior to administration, laminate a copy of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2). You will use this one handout to assess all students.
- **Blank Cardstock or Laminated Paper (one piece):** Have a thicker piece of paper available to hide or mask sections and/or rows of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2), showing only one subsection or row at a time.
- **Window Card (optional):** If a student is having difficulty focusing on one letter at a time, create a “window card.” (Cut a square the size of the letter in an index card so that the letter will show through, but all other letters will be hidden from the student’s view.)

Administration

- You will administer the assessment one student at a time. You will read from the script within this administration guide, and record individual student response data on a *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student.
- The skills assessed within each subsection progress from least complex (i.e., Name the Letters: Uppercase) to most complex (i.e., Multisyllabic Words).
- Depending on skill-level, each student could begin at a different subsection and/or complete a different amount of subsection(s) of the diagnostic assessment. A recommended starting point, along with additional scoring and administration guidance, is detailed within Table 1: Administration Guidance.
- Hide or mask sections/subsections/rows/parts of the assessment as needed, using a sheet of blank, thicker paper or a “window card” as described in the Preparation section.

Scoring & Data Analysis

- General scoring information is contained within this administration guide.
- You'll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question "What do I do with the Diagnostic data?" referenced in the *Just Right Reader Assessment & Progress Monitoring Guide*.
 - [Diagnostic \(Phonics\) Graph \(K-2\)](#)
 - [Phonics Skills Checklist \(K-2\)\(b\)](#)
 - [Alphabet Principle: Letter Recognition & Letter Sound Recognition Checklist \(KG\)](#)
 - [Phonics Skills: Decoding/Encoding Checklist \(KG\)](#)
 - [Baseline Assessment: Connected Text Fluency Form](#)
 - [Self-Monitoring: My Literacy Journey Tracker](#)

Table 1: Administration Guidance

Grade	Starting Point	Additional Administration Recommendations	
Kindergarten	Alphabetic Principles: Name the Letters & Say the Sounds	If a student scores 92% or better on both Alphabetic Principles subsections, administer the Decoding subsections, beginning with VC & CVC and working toward more complex skills. If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.	If a student scores below 50% on a Decoding subsection, stop the assessment.
First Grade	Decoding: Beginning Blends	If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.	If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection.
Second Grade	Decoding: Vowel Teams (List 1)		Once a student scores 50% or better on a previous, less-complex subsection, stop the assessment.

Alphabetic Principle: Letter Recognition

(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to name letters today. First, you'll name these letters. (Run your finger across the first row of letters on the *Diagnostic Assessment Student Handout* (Figure 2), showing the student which letters to read.) **You'll point to each letter as you say its name. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll name these letters. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its name.**

Prompting, Scoring & Data Collection Guidance:

- As the student names the letters, mark those they named correctly in the space below each letter on the *Diagnostic Assessment (Phonics) Response Record* (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student gives the letter sound instead of the letter name, say "What is this letter's name?" (Point to the letter.)
- If a student provides the same letter sound or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.
- If a student is "stuck" and doesn't respond, say "What is this letter's name?" (Point to the letter.) If the student does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the *Observation(s)* space on page 3.
- Use this *Observation(s)* space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.

Alphabetic Principle: Letter Sound Recognition

(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to say letter sounds today. First, you'll say the sounds that these letters make. [Run your finger across the first row of letters, showing the student which letters to read on the *Diagnostic Assessment Student Handout* (Figure 2).] **Point to each letter as you say its sound. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll say these letters' sounds. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its sound.**

Prompting, Scoring & Data Collection Guidance:

- As the student says the sound, mark those they name correctly in the space below each letter on the Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student’s incorrect response(s) on the blank(s) below the letter(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student gives the letter name instead of the letter sound, say “What is this letter’s sound?” (Point to the letter.)
 - If a student provides the same letter name or a different incorrect answer, it is an error. Record the student’s incorrect response.
 - If a student is “stuck” and doesn’t respond, say “What is this letter’s sound?” (Point to the letter.) If the student does not know, leave the space blank below the letter. Instruct the student to look at the next letter(s), giving the opportunity to name all that they know.
- If a student provides the long vowel sound instead of the common, short vowel sound or the soft sounds of c and g instead of the hard sounds, say, “What is the other sound that letter makes?” (If an Emergent Bilingual student says the sound of the vowel in their native language, say “What is the sound of this letter in English?”)
 - If a student provides the same or a different incorrect answer, it is an error. Record the student’s incorrect response, and continue the assessment. Do not give corrective feedback.
 - If a student is “stuck” and does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 3 .
- Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student’s performance on this section of the assessment.

Figure 1:
Diagnostic Assessment (Phonics)
Response Record

Figure 2:
Diagnostic Assessment (Phonics)
Student Handout

Decoding

(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to read some words today. These words aren't real words. They are made-up words or nonsense words. You'll start with the first nonsense word in the row and read across. (Point to the first word.)

Prompting, Scoring & Data Collection Guidance:

- As the student reads each word, mark those they name correctly in the space below each word on the Diagnostic Assessment (Phonics) Response Record (Figure 1). Pay attention to the vowel sounds as those in some sections (i.e., VC & CVC, Digraphs, Beginning Blends, Ending Blends, and Multisyllabic Words) require short vowel sounds. Record the student's incorrect response(s) on the blank(s) below the word(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student reads a closed-syllable word that requires a short vowel sound with a long vowel sound, it is an error. Mark the error in the blank below the word.
- If a student reads a word that should have a long vowel sound (e.g., Final/Silent e words) with a short vowel sound, or if an Emergent Bilingual student responds in their native language, it is an error. Mark the error in the blank below the word.
- If a student is "stuck" and doesn't respond, say "What is this word?" (Point to the word). If the student does not know, leave the space blank below the word, and encourage the student to continue on to the next word, giving an opportunity to read all words in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 2.
- Use this Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.

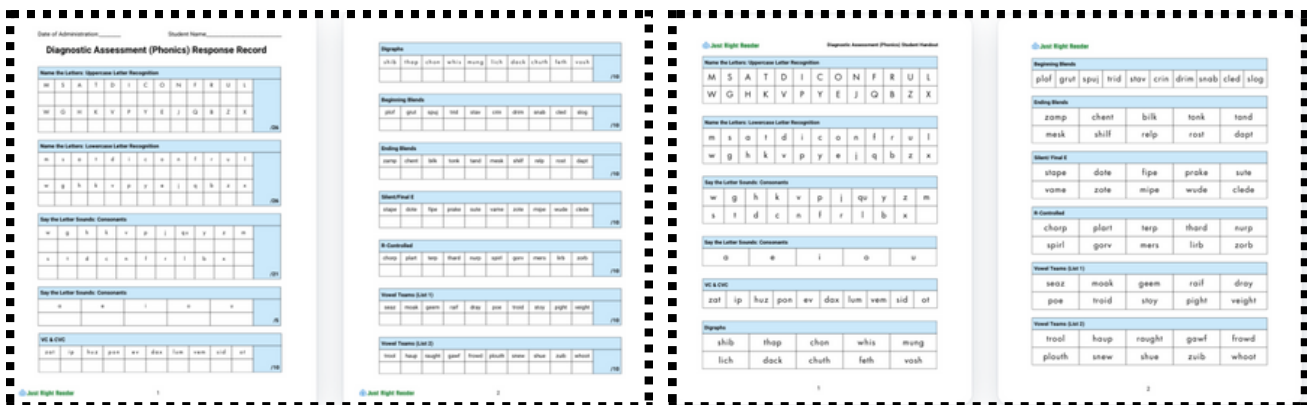


Figure 1:
Diagnostic Assessment (Phonics)
Response Record



Figure 2:
Diagnostic Assessment (Phonics)
Student Handout

Name the Letters: Uppercase Letter Recognition

M	S	A	T	D	I	C	O	N	F	R	U	L
W	G	H	K	V	P	Y	E	J	Q	B	Z	X

Name the Letters: Lowercase Letter Recognition

m	s	a	t	d	i	c	o	n	f	r	u	l
w	g	h	k	v	p	y	e	j	q	b	z	x

Say the Letter Sounds: Consonants

w	g	h	k	v	p	j	qu	y	z	m
s	t	d	c	n	f	r	l	b	x	

Say the Letter Sounds: Vowels

a	e	i	o	u
---	---	---	---	---

VC & CVC

zat	ip	huz	pon	ev	dax	lum	vem	sid	ot
-----	----	-----	-----	----	-----	-----	-----	-----	----

Digraphs

shib	thap	chon	whis	mung
lich	dack	chuth	feth	vosh

Beginning Blends

plof	grut	spuj	trid	stav	crin	drim	snab	cled	slog
------	------	------	------	------	------	------	------	------	------

Ending Blends

zamp	chent	bilk	tonk	tand
mesk	shilf	relp	rost	dapt

Silent/ Final E

stape	dote	fipe	prake	sute
vame	zote	mipe	wude	clede

R-Controlled

chorp	plart	terp	thard	nurp
spirl	gorv	mers	lirb	zorb

Vowel Teams (List 1)

seaz	moak	leem	raif	dray
poe	troid	stoy	pight	veight

Vowel Teams (List 2)

trool	haup	raught	gawf	frowd
plouth	snew	shue	zuib	wook

Multisyllabic Words			
pouber	awtting	unmelish	coughily
crelful	wrillest	foobit	zomplex
gritlessly	shuzzled		

Diagnostic Assessment (Phonics) Response Record

Name the Letters: Uppercase Letter Recognition													
M	S	A	T	D	I	C	O	N	F	R	U	L	/26
W	G	H	K	V	P	Y	E	J	Q	B	Z	X	

Name the Letters: Lowercase Letter Recognition													
m	s	a	t	d	i	c	o	n	f	r	u	l	/26
w	g	h	k	v	p	y	e	j	q	b	z	x	

Say the Letter Sounds: Consonants											
w	g	h	k	v	p	j	qu	y	z	m	/21
s	t	d	c	n	f	r	l	b	x		

Say the Letter Sounds: Vowels					
a	e	i	o	u	/5

VC & CVC										
zat	ip	huz	pon	ev	dax	lum	vem	sid	ot	/10

Digraphs										
shib	thap	chon	whis	mung	lich	dack	chuth	feth	vosh	

/10

Beginning Blends										
plof	grut	spuj	trid	stav	crin	drim	snab	cled	slog	

/10

Ending Blends										
zamp	chent	bilk	tonk	tand	mesk	shilf	relp	rost	dapt	

/10

Silent/Final E										
stape	dote	fipe	prake	sute	vame	zote	mipe	wude	clede	

/10

R-Controlled										
chorp	plart	terp	thard	nurp	spirl	gorv	mers	lirb	zorb	

/10

Vowel Teams (List 1)										
seaz	moak	leem	raif	dray	poe	troid	stoy	pight	veight	

/10

Vowel Teams (List 2)										
trool	haup	raught	gawf	frowd	plouth	snew	shue	zuib	wook	

/10

Multisyllabic Words					
pouber	awtting	unmelish	coughily	crelful	/10
wrillest	foobit	zomplex	gritlessly	shuzzled	

Observation(s):

Appendix B: Mastery Measures (Progress Monitoring)

Mastery Measures (Phonics): Administration Guide

Preparation

- **Mastery Measures (Phonics) Administration Guide:** Read this administration guide prior to administering the first Mastery Measure probe.
- **Mastery Measures (Phonics) Response Record (one copy per student):** This assessment will be administered one student at a time. Ensure you have a copy of the *Mastery Measures (Phonics) Response Record* (Figure 2) for each probe you plan to administer. You will record individual student data.
- **Mastery Measures (Phonics) Student Handout (one laminated copy):** Prior to administration, laminate a copy of the *Mastery Measures (Phonics) Student Handout* (Figure 1) for the probe(s) you plan to administer to student(s). You will reuse this one copy for each administration of that probe(s).
- **Blank Cardstock or Laminated Paper (one piece):** Have a thicker piece of paper available to hide or mask section(s) of the *Mastery Measures (Phonics) Student Handout* (Figure 1), showing only one probe at a time.

Administration

- You will administer the assessment one student at a time. You will read from the script within this administration guide, and record individual student response data on a *Mastery Measures (Phonics) Response Record* (Figure 2) that corresponds to the selected probe(s) for each student.
- The skills assessed within each of the ten probes on one page mirror one another and are meant to be administered bi-weekly, weekly, or twice-per-week over the course of twenty, ten or five weeks, depending on student need. (See *Table 1: Administration Guidance*.)
- Hide or mask probes that will be administered at a later date as needed, using a sheet of blank, thicker paper as described in the Preparation section.

Scoring & Data Analysis

- General scoring information is contained within this administration guide.
- You'll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question "What do I do with the Mastery Measure data?" referenced in the *Just Right Reader Assessment & Progress Monitoring Guide*.
 - [Phonics Skills Checklist \(K-2\) \(a\)](#)
 - [Phonics Skills Checklist \(K-2\) \(b\)](#)
 - [Alphabet Principle: Letter Recognition & Letter Sound Recognition Checklist \(KG\)](#)
 - [Phonics Skills: Decoding/Encoding Checklist \(KG\)](#)
 - [Phonics Skills: Decoding/Encoding Checklist \(1G\)](#)
 - [Phonics Skills: Decoding/Encoding Checklist \(2G\)](#)
 - [Self-Monitoring: My Literacy Journey Tracker](#)

Table 1: Administration Guidance

Grade	Mastery Measure	Administration Recommendations
<p style="text-align: center;">Kindergarten through Second Grade</p>	<p style="text-align: center;">Alphabetic Principles (Name the Letters & Say the Sounds)</p>	<p>If a student has not yet mastered (less than 92%) letter names and/or sounds as evidenced by informal, formative data and/or summative data, determine the frequency of Mastery Measure probe administration.</p> <p>For those probes that assess on-grade-level skills, choose once every other week or once per week. For those probes that assess skills that were introduced in previous grade-levels, administer the probe more often--once to twice per week.</p> <p><i>An alternative: For those students that have not yet mastered the skill, use their performance/scores on other more formal assessments to determine frequency:</i></p> <ul style="list-style-type: none"> • <i>Not Yet Mastered (<60%) = 2x per week</i> • <i>Not Yet Mastered (61%-80%) = 1x per week</i> • <i>Not Yet Mastered (81%-91%) = bi-weekly</i>
	<p style="text-align: center;">Decoding [Digraphs, Beginning Blends, Ending Blends, VCe Syllables, r-Controlled Syllables, Vowel Teams (List 1), Vowel Teams (List 2)]</p>	<p>Once the student demonstrates mastery on a probe, do not continue administering the remainder of the probes for that skill.</p> <p>Reminder: Update progress monitoring data using one or more of the following data tools:</p> <ul style="list-style-type: none"> • Phonics Skills Checklist (K-2).(a) • Phonics Skills Checklist (K-2).(b) • Alphabet Principle: Letter Recognition & Letter Sound Recognition Checklist (KG) • Phonics Skills: Decoding/Encoding Checklist (KG) • Phonics Skills: Decoding/Encoding Checklist (1G) • Phonics Skills: Decoding/Encoding Checklist (2G) • Self-Monitoring: My Literacy Journey Tracker

Alphabetic Principle: Letter Recognition (Name the Letters)

(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to name letters today. First, you'll name these letters. (Run your finger across the first row of letters on the *Mastery Measure Student Handout* (Figure 1), showing the student which letters to read.) **You'll point to each letter as you say its name. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll name these letters. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its name.**

Prompting, Scoring & Data Collection Guidance:

- *As the student names the letters, mark those they named correctly in the space provided on the Mastery Measures (Phonics) Student Response Record (Figure 1). Record the student's incorrect response(s) and/or additional observations in the blank spaces provided.*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student gives the letter sound instead of the letter name, say "What is this letter's name?" (Point to the letter.)*
- *If a student provides the same letter sound or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.*
- *If a student is "stuck" and doesn't respond, say "What is this letter's name?" (Point to the letter.) If the student does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the blank space provided.*

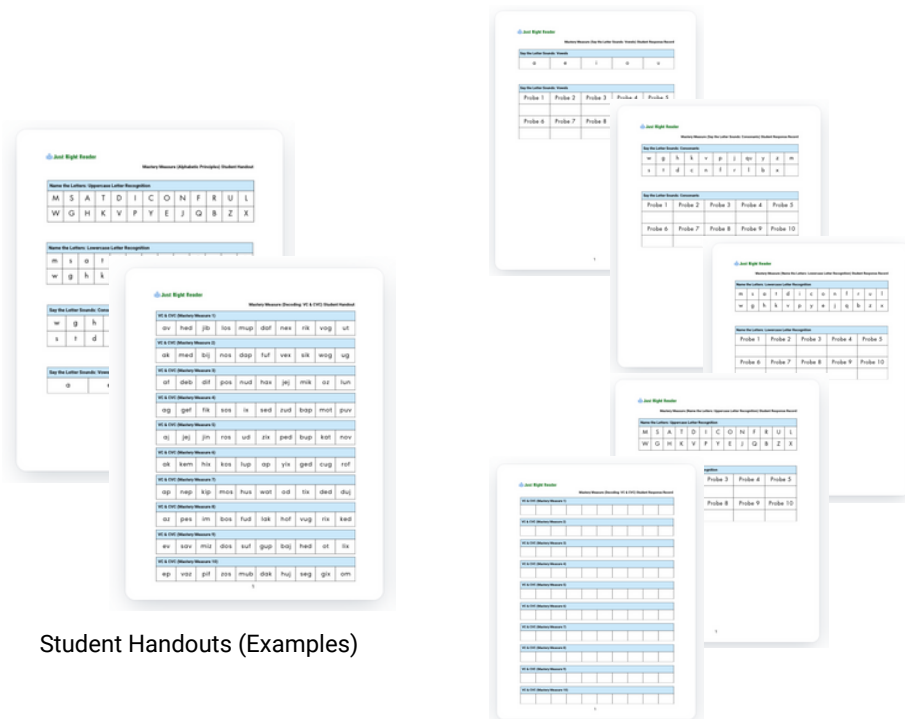
Alphabetic Principle: Letter Sound Recognition (Say the Sounds)

(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to say letter sounds today. First, you'll say the sounds that these letters make. [Run your finger across the first row of letters, showing the student which letters to read on the *Mastery Measure Student Handout* (Figure 1).] **Point to each letter as you say its sound. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll say these letters' sounds. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its sound.**

Prompting, Scoring & Data Collection Guidance:

- As the student says the sound, mark those they name correctly in the space below each letter on the Mastery Measure (Phonics) Student Response Record (Figure 2). Record the student’s incorrect response(s) in the blank space provided.
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student gives the letter name instead of the letter sound, say “What is this letter’s sound?” (Point to the letter.)
 - If a student provides the same letter name or a different incorrect answer, it is an error. Record the student’s incorrect response.
 - If a student is “stuck” and doesn’t respond, say “What is this letter’s sound?” (Point to the letter.) If the student does not know, leave the space blank below the letter. Instruct the student to look at the next letter(s), giving the opportunity to name all that they know.
- If a student provides the long vowel sound instead of the common, short vowel sound or the soft sounds of c and g instead of the hard sounds, say, “What is the other sound that letter makes?” (If an Emergent Bilingual student says the sound of the vowel in their native language, say “What is the sound of this letter in English?”)
 - If a student provides the same or a different incorrect answer, it is an error. Record the student’s incorrect response, and continue the assessment. Do not give corrective feedback.
 - If a student is “stuck” and does not know, leave the space blank, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the blank space provided.



Student Handouts (Examples)

Figure 2: Student Response Records (Examples)

Decoding

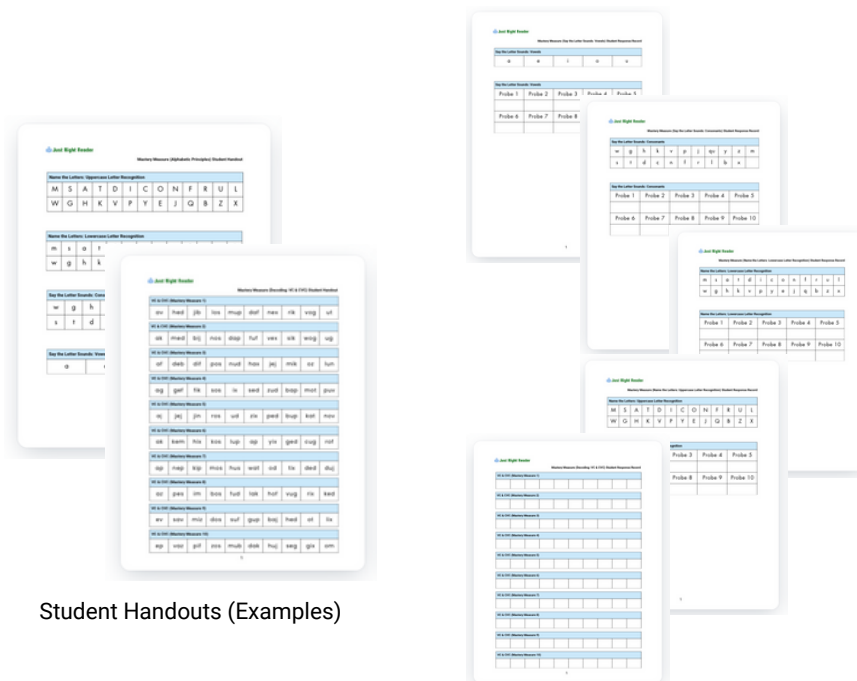
(Read the bolded sentences below exactly as written to ensure standardized administration.)

Say: You are going to read some words today. These words aren't real words. They are made-up words or nonsense words. You'll start with the first nonsense word in the row and read across.

(Point to the first word.)

Prompting, Scoring & Data Collection Guidance:

- As the student reads each word, mark those they name correctly in the space below each word on the Mastery Measures (Phonics) Student Response Record (Figure 2). Pay attention to the vowel sounds as those in some sections (i.e., VC & CVC, Digraphs, Beginning Blends, and Ending Blends) require short vowel sounds. Record the student's incorrect response(s) in the blank space(s) provided.
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student reads a closed-syllable word that requires a short vowel sound with a long vowel sound, it is an error. Mark the error in the blank below the word.
- If a student reads a word that should have a long vowel sound (e.g., Final/Silent e words) with a short vowel sound, or if an Emergent Bilingual student responds in their native language, it is an error. Mark the error in the blank below the word.
- Vowel teams can often be pronounced different ways. As long as it's a correct pronunciation, it is correct.
- If a student is "stuck" and doesn't respond, say "What is this word?" (Point to the word). If the student does not know, leave the space blank below the word, and encourage the student to continue on to the next word, giving an opportunity to read all words in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the blank space provided.



Student Handouts (Examples)

Figure 2: Student Response Records (Examples)

Name the Letters: Uppercase Letter Recognition

M	S	A	T	D	I	C	O	N	F	R	U	L
W	G	H	K	V	P	Y	E	J	Q	B	Z	X

Name the Letters: Lowercase Letter Recognition

m	s	a	t	d	i	c	o	n	f	r	u	l
w	g	h	k	v	p	y	e	j	q	b	z	x

Say the Letter Sounds: Consonants

w	g	h	k	v	p	j	qu	y	z	m
s	t	d	c	n	f	r	l	b	x	

Say the Letter Sounds: Vowels

a	e	i	o	u
---	---	---	---	---

Mastery Measure Student Response Record

Name the Letters: Uppercase Letter Recognition

Directions: As the student names the letters, use the blank space to note errors and/or observations, and put the score out of 26 in the space below the corresponding Probe.

Name the Letters: Uppercase Letter Recognition												
M	S	A	T	D	I	C	O	N	F	R	U	L
W	G	H	K	V	P	Y	E	J	Q	B	Z	X

Name the Letters: Uppercase Letter Recognition				
Probe 1	Probe 2	Probe 3	Probe 4	Probe 5
Probe 6	Probe 7	Probe 8	Probe 9	Probe 10

Mastery Measure Student Response Record

Name the Letters: Lowercase Letter Recognition

Directions: As the student names the letters, use the blank space to note errors and/or observations, and put the score out of 26 in the space below the corresponding Probe.

Name the Letters: Lowercase Letter Recognition												
m	s	a	t	d	i	c	o	n	f	r	u	l
w	g	h	k	v	p	y	e	j	q	b	z	x

Name the Letters: Lowercase Letter Recognition				
Probe 1	Probe 2	Probe 3	Probe 4	Probe 5
Probe 6	Probe 7	Probe 8	Probe 9	Probe 10

Mastery Measure Student Response Record

Say the Letter Sounds: Consonants

Directions: As the student says the letters' sounds, use the blank space to note errors and/or observations, and put the score out of 21 in the space below the corresponding Probe.

Say the Letter Sounds: Consonants										
w	g	h	k	v	p	j	qu	y	z	m
s	t	d	c	n	f	r	l	b	x	

Say the Letter Sounds: Consonants				
Probe 1	Probe 2	Probe 3	Probe 4	Probe 5
Probe 6	Probe 7	Probe 8	Probe 9	Probe 10

Mastery Measure Student Response Record

Say the Letter Sounds: Vowels

Directions: As the student says the letters' sounds, use the blank space to note errors and/or observations, and put the score out of 5 in the space below the corresponding Probe.

Say the Letter Sounds: Vowels				
a	e	i	o	u

Say the Letter Sounds: Vowels				
Probe 1	Probe 2	Probe 3	Probe 4	Probe 5
Probe 6	Probe 7	Probe 8	Probe 9	Probe 10

VC & CVC (Mastery Measure 1)

av	hed	jib	los	mup	daf	nex	rik	vog	ut
----	-----	-----	-----	-----	-----	-----	-----	-----	----

VC & CVC (Mastery Measure 2)

ak	med	bij	nos	dap	fuf	vex	sik	wog	ug
----	-----	-----	-----	-----	-----	-----	-----	-----	----

VC & CVC (Mastery Measure 3)

af	deb	dif	pos	nud	hax	jej	mik	oz	lun
----	-----	-----	-----	-----	-----	-----	-----	----	-----

VC & CVC (Mastery Measure 4)

ag	gef	fik	sos	ix	sed	zud	bap	mot	puv
----	-----	-----	-----	----	-----	-----	-----	-----	-----

VC & CVC (Mastery Measure 5)

aj	jej	jin	ros	ud	zix	ped	bup	kat	nov
----	-----	-----	-----	----	-----	-----	-----	-----	-----

VC & CVC (Mastery Measure 6)

ak	kem	hix	kos	lup	ap	yix	ged	cug	rof
----	-----	-----	-----	-----	----	-----	-----	-----	-----

VC & CVC (Mastery Measure 7)

ap	nep	kip	mos	hus	wat	od	tix	ded	duj
----	-----	-----	-----	-----	-----	----	-----	-----	-----

VC & CVC (Mastery Measure 8)

az	pes	im	bos	fud	lak	hof	vug	rix	ked
----	-----	----	-----	-----	-----	-----	-----	-----	-----

VC & CVC (Mastery Measure 9)

ev	sav	miz	dos	suf	gup	baj	hed	ot	lix
----	-----	-----	-----	-----	-----	-----	-----	----	-----

VC & CVC (Mastery Measure 10)

ep	vaz	pif	zos	mub	dak	huj	seg	gix	om
----	-----	-----	-----	-----	-----	-----	-----	-----	----

Mastery Measure Student Response Record

Decoding: VC & CVC

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

VC & CVC (Mastery Measure 1)									

VC & CVC (Mastery Measure 2)									

VC & CVC (Mastery Measure 3)									

VC & CVC (Mastery Measure 4)									

VC & CVC (Mastery Measure 5)									

VC & CVC (Mastery Measure 6)									

VC & CVC (Mastery Measure 7)									

VC & CVC (Mastery Measure 8)									

VC & CVC (Mastery Measure 9)									

VC & CVC (Mastery Measure 10)									

Digraphs (Mastery Measure 1)

gack	shep	gith	koch	whug	lang	feck	vish	thoz	chud
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 2)

fich	yesh	thop	kuck	zang	whil	leck	woth	pung	thaf
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 3)

thed	zick	yong	shud	whab	chel	yith	fosh	vung	dack
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 4)

vock	shuf	thad	reng	whid	chof	nuck	shas	zeth	hing
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 5)

whef	shir	rong	yush	dach	teck	whix	zoth	puch	cang
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 6)

jang	whep	shig	foch	thaf	yick	besh	buth	wock	buch
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 7)

shur	shaf	fong	wheg	gach	wock	thig	chuz	ceth	vick
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 8)

chid	dath	thiv	yeck	dush	noch	deng	whob	shax	guck
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 9)

reck	fith	sheb	tang	whul	cosh	gach	thif	juck	boch
------	------	------	------	------	------	------	------	------	------

Digraphs (Mastery Measure 10)

rach	weck	thun	huth	chik	yock	pash	keng	whiv	shon
------	------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Digraphs

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

Digraphs (Mastery Measure 2)									

Digraphs (Mastery Measure 1)									

Digraphs (Mastery Measure 3)									

Digraphs (Mastery Measure 4)									

Digraphs (Mastery Measure 5)									

Digraphs (Mastery Measure 6)									

Digraphs (Mastery Measure 7)									

Digraphs (Mastery Measure 8)									

Digraphs (Mastery Measure 9)									

Digraphs (Mastery Measure 10)									

Beginning Blends (Mastery Measure 1)

blab	skec	brib	truv	flen	grox	smif	plaf	dros	swup
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 2)

grut	blec	skab	fliz	trox	swok	plig	smab	breg	drut
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 3)

tref	skik	blod	grec	braf	smup	flas	drif	ploh	swud
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 4)

blif	graf	skod	smec	flot	trit	brud	pluk	drad	swez
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 5)

swib	blug	griv	drep	slak	fluv	brot	smon	plef	swac
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 6)

pril	slon	friz	skuk	skac	clah	gleb	stet	crun	slof
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 7)

prox	stas	slem	frob	cleg	frub	crad	gliz	plut	sliv
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 8)

smuv	sloz	praf	stiv	glod	trux	creg	clik	frav	slud
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 9)

stav	clom	frex	slon	draz	slux	stof	crif	pren	glub
------	------	------	------	------	------	------	------	------	------

Beginning Blends (Mastery Measure 10)

glec	smap	crok	slef	flod	stuz	sliw	fruf	prak	clup
------	------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Beginning Blends

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

Beginning Blends (Mastery Measure 1)									

Beginning Blends (Mastery Measure 2)									

Beginning Blends (Mastery Measure 3)									

Beginning Blends (Mastery Measure 4)									

Beginning Blends (Mastery Measure 5)									

Beginning Blends (Mastery Measure 6)									

Beginning Blends (Mastery Measure 7)									

Beginning Blends (Mastery Measure 8)									

Beginning Blends (Mastery Measure 9)									

Beginning Blends (Mastery Measure 10)									

Ending Blends (Mastery Measure 1)

dand	sest	filt	gonk	wuft	zulk	mant	rikt	vold	hupt
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 2)

belp	jald	gunt	poct	kand	rulk	rost	telp	nisk	zimp
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 3)

timp	gend	kant	yosk	reld	filt	buct	pust	ralt	jolp
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 4)

yemp	balt	wust	juct	yend	zisk	dold	gant	kilp	rold
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 5)

palk	lomp	lind	fusk	zent	kolp	tast	yict	telt	guld
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 6)

tump	velt	nast	jalk	pind	jult	jont	bolp	nect	jisk
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 7)

kamp	nulp	fint	tect	nolt	vond	tilk	mest	dask	rulp
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 8)

jusk	lect	bamp	sint	gilk	kalp	kond	hest	zolt	guld
------	------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 9)

fump	sonst	holk	rund	ralt	nesk	kict	tist	jalp	fuld
------	-------	------	------	------	------	------	------	------	------

Ending Blends (Mastery Measure 10)

tald	mult	gict	ront	relp	famp	pund	jolk	vist	yelt
------	------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Ending Blends

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

Ending Blends (Mastery Measure 1)									

Ending Blends (Mastery Measure 2)									

Ending Blends (Mastery Measure 3)									

Ending Blends (Mastery Measure 4)									

Ending Blends (Mastery Measure 5)									

Ending Blends (Mastery Measure 6)									

Ending Blends (Mastery Measure 7)									

Ending Blends (Mastery Measure 8)									

Ending Blends (Mastery Measure 9)									

Ending Blends (Mastery Measure 10)									

Silent/ Final E (VCe) (Mastery Measure 1)

baze	fepe	jote	gide	kope	dene	lufe	hipe	muze	cabe
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 2)

wofe	sipe	kege	vone	nate	refe	tice	nupe	pape	yute
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 3)

dace	gete	fafe	lofe	nume	moke	gife	hese	kise	pute
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 4)

vife	kaxe	tene	yode	seme	bune	dobe	wibe	cupe	raze
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 5)

mife	jete	nofe	gade	pove	lize	keve	hake	puze	ruke
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 6)

vepe	yide	wese	bope	dute	bice	sabe	coge	tace	fuve
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 7)

mebe	goke	leve	nife	jale	pide	jame	tuge	roge	sude
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 8)

nece	sode	kase	rize	vuke	pede	lape	tobe	tibe	wuve
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 9)

vade	dipe	rete	fode	bige	jame	hube	beke	guze	koge
------	------	------	------	------	------	------	------	------	------

Silent/ Final E (VCe) (Mastery Measure 10)

heme	goce	yape	fibe	juce	kude	jeke	kane	pime	jote
------	------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Silent/ Final E (VCe)

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

Silent/ Final E (VCe) (Mastery Measure 1)									

Silent/ Final E (VCe) (Mastery Measure 2)									

Silent/ Final E (VCe) (Mastery Measure 3)									

Silent/ Final E (VCe) (Mastery Measure 4)									

Silent/ Final E (VCe) (Mastery Measure 5)									

Silent/ Final E (VCe) (Mastery Measure 6)									

Silent/ Final E (VCe) (Mastery Measure 7)									

Silent/ Final E (VCe) (Mastery Measure 8)									

Silent/ Final E (VCe) (Mastery Measure 9)									

Silent/ Final E (VCe) (Mastery Measure 10)									

R-Controlled Syllables (Mastery Measure 1)

sart	horb	birg	lurf	wirk	borc	swer	furg	jerf	narp
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 2)

bert	kurk	hird	gord	narv	warb	corf	jirf	durm	herg
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 3)

nirb	gurn	pirc	pler	zurp	forg	kars	sler	yarg	kork
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 4)

yurk	nerb	furt	farz	mirp	smer	lorm	sirz	dorl	jark
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 5)

harl	norn	zart	lirs	porp	ruz	tirt	ster	surk	verg
------	------	------	------	------	-----	------	------	------	------

R-Controlled Syllables (Mastery Measure 6)

lerd	hurc	kirn	rors	garp	larf	wort	virp	purb	sker
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 7)

jurd	nurf	yirl	yerm	hirm	zers	mory	carg	yorb	barp
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 8)

darp	jorz	firg	zorb	gler	murg	wurk	marb	ferd	zirk
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 9)

dird	fler	birf	pard	vorc	dert	tark	sord	lurn	zurl
------	------	------	------	------	------	------	------	------	------

R-Controlled Syllables (Mastery Measure 10)

varg	wark	torf	borm	cirb	cler	quirp	kurp	turm	bler
------	------	------	------	------	------	-------	------	------	------

Mastery Measure Student Response Record

Decoding: R-Controlled Syllables

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

R-Controlled Syllables (Mastery Measure 1)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 2)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 3)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 4)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 5)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 6)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 7)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 8)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 9)

--	--	--	--	--	--	--	--	--	--

R-Controlled Syllables (Mastery Measure 10)

--	--	--	--	--	--	--	--	--	--

Vowel Teams--List 1 (Mastery Measure 1)

beeg	zaig	powz	noal	bray	neap	bies	zigh	sloy	moib
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 2)

leet	geaf	paib	kray	moag	sowl	fied	yigh	swoy	noik
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 3)

poid	proy	vigh	giek	towk	loab	skay	kaif	taid	deen
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 4)

feem	leaz	daip	smay	koaf	vowg	miep	tigh	stoy	soig
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 5)

toak	gloy	pigh	tiel	yowb	goas	glay	baim	meap	geeb
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 6)

keeg	peaf	taig	vray	foan	zowk	gief	migh	gloy	toik
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 7)

leel	seag	faiz	thray	doaf	powd	liep	ligh	froy	yoil
------	------	------	-------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 8)

zoim	smoy	kigh	viet	sowl	coak	wray	laik	teab	meen
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 9)

neef	veak	caid	whay	boal	towp	piet	gigh	bloy	koib
------	------	------	------	------	------	------	------	------	------

Vowel Teams--List 1 (Mastery Measure 10)

peeg	zeat	sait	chay	cowg	toan	figh	yien	croy	loip
------	------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Vowel Teams--List 1

Directions: As the student reads the words, note errors in the boxes provided, and put the score out of 10 in the margin to the right of the probe.

Vowel Teams--List 1 (Mastery Measure 1)									

Vowel Teams--List 1 (Mastery Measure 2)									

Vowel Teams--List 1 (Mastery Measure 3)									

Vowel Teams--List 1 (Mastery Measure 4)									

Vowel Teams--List 1 (Mastery Measure 5)									

Vowel Teams--List 1 (Mastery Measure 6)									

Vowel Teams--List 1 (Mastery Measure 7)									

Vowel Teams--List 1 (Mastery Measure 8)									

Vowel Teams--List 1 (Mastery Measure 9)									

Vowel Teams--List 1 (Mastery Measure 10)									

Vowel Teams--List 2 (Mastery Measure 1)

hoon	waum	sawp	haugh	vowt	roun	hewd	puez	cuib	keam
------	------	------	-------	------	------	------	------	------	------

Vowel Teams--List 2 (Mastery Measure 2)

jeat	buip	luem	kewt	couk	lowb	naugh	lawt	faul	sooz
------	------	------	------	------	------	-------	------	------	------

Vowel Teams--List 2 (Mastery Measure 3)

joop	gaut	nawb	saugh	yowz	cout	gewn	fueb	duin	leat
------	------	------	-------	------	------	------	------	------	------

Vowel Teams--List 2 (Mastery Measure 4)

geat	wuit	ruep	zewd	kout	towd	faugh	kawf	dauk	boop
------	------	------	------	------	------	-------	------	------	------

Vowel Teams--List 2 (Mastery Measure 5)

lood	wauz	fawp	gaugh	bown	foup	sewk	tuen	huif	seap
------	------	------	-------	------	------	------	------	------	------

Vowel Teams--List 2 (Mastery Measure 6)

veav	nuig	fuep	hewl	kout	vowk	zaugh	vawg	daun	goot
------	------	------	------	------	------	-------	------	------	------

Vowel Teams--List 2 (Mastery Measure 7)

coog	raum	gawf	baugh	nowd	poug	frew	buem	ruis	peab
------	------	------	-------	------	------	------	------	------	------

Vowel Teams--List 2 (Mastery Measure 8)

zeaf	muid	cuep	trew	jouk	towd	paugh	fawz	faub	dool
------	------	------	------	------	------	-------	------	------	------

Vowel Teams--List 2 (Mastery Measure 9)

plew	kaugh	krue	powb	goub	gool	puif	haud	leam	pawj
------	-------	------	------	------	------	------	------	------	------

Vowel Teams--List 2 (Mastery Measure 10)

boog	raugh	zaul	prew	dawt	teaz	cowf	brue	loup	duiz
------	-------	------	------	------	------	------	------	------	------

Mastery Measure Student Response Record

Decoding: Vowel Teams--List 2

Vowel Teams--List 2 (Mastery Measure 1)									

Vowel Teams--List 2 (Mastery Measure 2)									

Vowel Teams--List 2 (Mastery Measure 3)									

Vowel Teams--List 2 (Mastery Measure 4)									

Vowel Teams--List 2 (Mastery Measure 5)									

Vowel Teams--List 2 (Mastery Measure 6)									

Vowel Teams--List 2 (Mastery Measure 7)									

Vowel Teams--List 2 (Mastery Measure 8)									

Vowel Teams--List 2 (Mastery Measure 9)									

Vowel Teams--List 2 (Mastery Measure 10)									

Appendix C: Kindergarten Summative Assessments

Summative: Set 1

Letters & Sounds (m, s, a, t, d)

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.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 1: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) **Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.**

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

Assessment Items

1. moon
2. sun
3. apple
4. turtle
5. duck

Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, 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)*.]



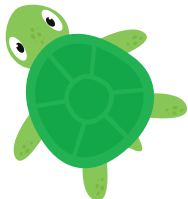
1. _____



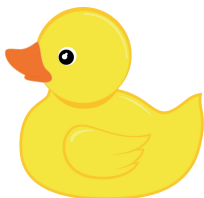
2. _____



3. _____



4. _____



5. _____

Summative: Set 2

Letters & Sounds (i, c, o, n, f)

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.K.2.B.i: Identify and match the common sounds that letters represent.
- ELA. K.2.D.v: Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 2: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.

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

Assessment Items

1. igloo
2. cow
3. octopus
4. nose
5. fork

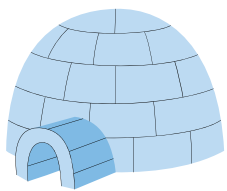
Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

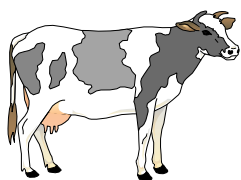
Progress Monitoring

After each end-of-unit/set assessment:

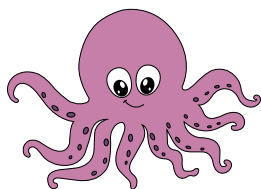
- Update the Phonics Skills Decoding/Encoding Checklist (KG) and/or Letter & Letter Sound Recognition Checklist (KG), noting any changes in student progress/mastery of skills.
- Support students as they update their My Literacy Journey (Student Tracker).
- Based on student performance, consider whether 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)*.]



1. _____



2. _____



3. _____



4. _____



5. _____

Summative: Set 3

Letters & Sounds (r, u, l, w, g, h)

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.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 3: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) **Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.**

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

Assessment Items

1. rabbit
2. umbrella
3. lion
4. wagon
5. gorilla
6. hat

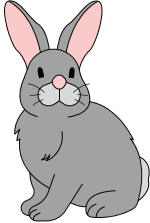
Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 12.)

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, 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)*.]



1. _____



2. _____



3. _____

4. _____



5. _____



6. _____



Summative: Set 4

Letters & Sounds (k, v, p, b, y, 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.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 4: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) **Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.**

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

Assessment Items

1. kite
2. van
3. penguin
4. butterfly
5. yo-yo
6. eagle

Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 12.)

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, 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)*.]



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Summative: Set 5

Letters & Sounds (j, qu, x, z)

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.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters

Teacher Directions

First, give each student a copy of *Set 5: Summative Assessment (Student Response Handout)*.

For Numbers 1-3:

Say:

Find the picture of the _____. Think of the sound that BEGINS the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.

For Numbers 4-5:

Say:

Find the picture of the _____. Think of the sound that ENDS the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.

Repeat the directions above for each of the assessment items.

Assessment Items

1. jellyfish
2. quarter
3. zebra
4. fox
5. box

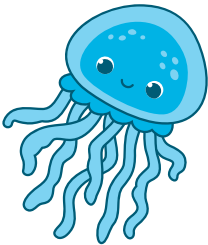
Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

Progress Monitoring

After each end-of-unit/set assessment:

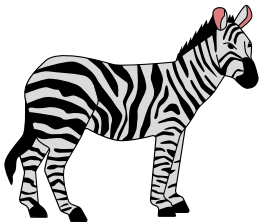
- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider 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)*.]



1.



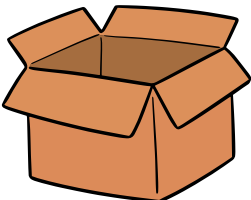
2.



3.



4.



5.

Summative: Set 6

VC & CVC (Short 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:

- **ELA.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC & CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

CVC Short a	High Frequency Words
1. map	1. my
2. at	2. has
3. tan	3. to
4. wag	4. the
5. sad	5. like

Part B: Decoding

Real Words	tap	sat	an	bag	dad
Nonsense Words	av	faj	han	kax	az

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 Skills Decoding/Encoding Checklist (KG)*, 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	tap	sat	an	bag	dad
Row 2	av	faj	han	kax	az

Summative: Set 7

VC & CVC (Short i)

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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC & CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

CVC Short i	High Frequency Words
1. lid	1. you
2. in	2. into
3. zip	3. do
4. mix	4. go
5. big	5. we

Part B: Decoding

Real Words	tip	sit	in	big	did
Nonsense Words	iv	fij	hin	kix	iz

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 Skills Decoding/Encoding Checklist (KG)*, 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	tip	sit	in	big	did
Row 2	iv	fij	hin	kix	iz

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 8

VC & CVC (Short o)

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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

CVC Short o

1. lot
2. hop
3. ox
4. pot
5. gob

High Frequency Words

1. said
2. are
3. is
4. she
5. see

Part B: Decoding

Real Words	top	sod	on	bog	dot
Nonsense Words	ov	foj	hon	kox	oz

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 Skills Decoding/Encoding Checklist (KG)*, 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	top	sod	on	bog	dot
Row 2	ov	foj	hon	kox	oz

Summative: Set 9

VC & CVC (Short u)

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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

CVC Short u

1. yum
2. bug
3. cut
4. up
5. bus

High Frequency Words

1. all
2. here
3. he
4. for
5. me

Part B: Decoding

Real Words	pug	sun	up	bud	but
Nonsense Words	uv	fum	hus	kux	uz

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 Skills Decoding/Encoding Checklist (KG)*, 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	pug	sun	up	bud	but
Row 2	uv	fum	hus	kux	uz

Summative: Set 10

VC & CVC (Short 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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

CVC Short e

1. get
2. web
3. yes
4. bed
5. jet

High Frequency Words

1. was
2. have
3. will
4. with
5. as

Part B: Decoding

Real Words	bed	set	pen	beg	men
Nonsense Words	ev	fej	gen	kex	lek

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 Skills Decoding/Encoding Checklist (KG)*, 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	bed	set	pen	beg	men
Row 2	ev	fej	gen	kex	lek

Summative: Set 11a

Digraphs (Introduction to 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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

Digraph ck

1. sick
2. rock
3. luck
4. pack
5. neck

High Frequency Words

1. my
2. you
3. said
4. all
5. was

Part B: Decoding

Real Words	lick	sock	duck	back	peck
Nonsense Words	gock	seck	kack	mick	juck

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 Skills Decoding/Encoding Checklist (KG)*, 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	lick	sock	duck	back	peck
Row 2	gock	seck	kack	mick	juck

Summative: Set 12a

Digraphs (Introduction to sh)

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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

Digraph sh

1. hush
2. shed
3. cash
4. dish
5. shop

High Frequency Words

1. has
2. into
3. are
4. here
5. have

Part B: Decoding

Real Words	mush	shot	dash	fish	shed
Nonsense Words	yish	shug	vash	shek	rosh

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 Skills Decoding/Encoding Checklist (KG)*, 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	mush	shot	dash	fish	shed
Row 2	yish	shug	vash	shek	rosh

Summative: Set 13a

Digraphs (Introduction to 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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

Digraph th

1. thud
2. them
3. with
4. moth
5. that

High Frequency Words

1. to
2. do
3. is
4. he
5. will

Part B: Decoding

Real Words	thin	them	math	thud	that
Nonsense Words	thap	thun	thit	kath	foth

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 Skills Decoding/Encoding Checklist (KG)*, 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	thin	them	math	thud	that
Row 2	thap	thun	thit	kath	foth

Summative: Set 14a

Digraphs (Introduction to 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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

Digraph ch

1. such
2. rich
3. chum
4. much
5. chat

High Frequency Word

1. the
2. go
3. she
4. for
5. with

Part B: Decoding

Real Words	such	rich	chap	chop	inch
Nonsense Words	dech	chob	chux	tich	chag

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 Skills Decoding/Encoding Checklist (KG)*, 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	such	rich	chap	chop	inch
Row 2	dech	chob	chux	tich	chag

Summative: Set 15a

Digraphs (Introduction to 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.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC and CVC words.
- **ELA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with VC and CVC.
- **ELA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.K.2.C.iii:** 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

Digraph wh

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

High Frequency Words

1. like
2. we
3. see
4. me
5. as

Part B: Decoding

Real Words	when	whim	wham	whip	whiz
Nonsense Words	whan	whog	whuv	whid	whem

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 Skills Decoding/Encoding Checklist (KG)*, 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	when	whim	wham	whip	whiz
Row 2	whan	whog	whuv	whid	whem

**Appendix D:
First Grade
Summative Assessments**

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

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

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

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

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

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

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

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

Part 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

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

Part 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
-------	--------	------	--------	-----

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
--------	--------	-------	--------	--------

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

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

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

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) High Frequency Words

- | | |
|----------|--------|
| 1. fern | 1. one |
| 2. her | 2. saw |
| 3. perch | 3. the |
| 4. stern | 4. two |
| 5. term | 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

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) High Frequency Words

- | | |
|-----------|--------|
| 1. hurt | 1. say |
| 2. bird | 2. out |
| 3. church | 3. see |
| 4. firm | 4. use |
| 5. urge | 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

**Appendix E:
Second Grade
Summative Assessments**

Summative: Set 26-30

Final e (VCe) & Trigraph Review

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 (VCe) and Trigraph Review

1. take
2. hide
3. closes
4. judge
5. ditch

High Frequency Words

1. first
2. place
3. right
4. round
5. these

Part B: Decoding

Real Words	cape	side	fume	wedges	scratch
Nonsense Words	votch	ladge	caze	bope	pite

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 (Second 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	cape	side	fume	wedges	scratch
Row 2	votch	ladge	caze	bope	pite

Summative: Set 31

R-Controlled Syllables (ar) & Inflectional Endings (-es)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

R-Controlled (ar) & Inflectional Endings (-es)

1. carpet
2. armies
3. mark
4. chart
5. card

High Frequency Words

1. again
2. because
3. every
4. does
5. must

Part B: Decoding

Real Words	cart	marvel	spark	garden	barnyard
Nonsense Words	varnic	jarlon	glarve	kardis	larmet

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 (Second 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	cart	marvel	spark	garden	barnyard
Row 2	varnic	jarlon	glarve	kardis	larmet

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 Syllables (er) & Inflectional Endings (-ing)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

R-Controlled (er) & Inflectional Endings (-ing)

1. wondering
2. preferring
3. avert
4. oversight
5. carpenter

High Frequency Words

1. very
2. there
3. where
4. them
5. took

Part B: Decoding

Real Words	computer	pondered	thundering	brother	person
Nonsense Words	vercan	merbic	gervan	pixter	terper

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 (Second 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	computer	pondered	thundering	brother	person
Row 2	vercan	merbic	gervan	pixter	terper

Summative: Set 34

R-Controlled Syllables (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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

RR-Controlled (ir, ur)

1. squirming
2. churned
3. furthering
4. turnpike
5. mirth

High Frequency Words

1. then
2. turn
3. this
4. year
5. cause

Part B: Decoding

Real Words	chirping	surprise	curved	quirky	turnkey
Nonsense Words	dirma	kirtan	canmur	sirkin	soltur

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 (Second 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	chirping	surprise	curved	quirky	turnkey
Row 2	dirma	kirtan	canmur	sirkin	soltur

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Words Ending in y & Digraph (ph)

1. photograph
2. factory
3. dolphins
4. horsefly
5. trophy

High Frequency Words

1. hink
2. which
3. third
4. yours
5. those

Part B: Decoding

Real Words	telegraph	elephants	phone	phase	alphabet
Nonsense Words	naphy	merphin	gophy	phorpy	philbins

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 (Second 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	telegraph	elephants	phone	phase	alphabet
Row 2	naphy	merphin	gophy	phorpy	philbins

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Long e Vowel Teams (ee, ea, ey)

1. weekend
2. defeated
3. medley
4. agreed
5. leaving

High Frequency Words

1. laugh
2. new
3. through
4. three
5. also

Part B: Decoding

Real Words	sneezed	beeline	jersey	reaching	beamed
Nonsense Words	pleem	fleam	seeley	treen	weaming

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 (Second 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	sneezed	beeline	jersey	reaching	beamed
Row 2	pleem	fleam	seeley	treen	weaming

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Long a Vowel Teams (ai, ay)

1. container
2. strained
3. dismay
4. yesterday
5. paintbrush

High Frequency Words

1. pull
2. before
3. under
4. people
5. water

Part B: Decoding

Real Words	delay	driveway	explain	claiming	stray
Nonsense Words	cray	brait	vailsin	graimet	thray

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 (Second 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	delay	driveway	explain	claiming	stray
Row 2	cray	brait	vailsin	graimet	thray

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Long o Vowel Teams (oa, oe, ow)

1. toasted
2. unloading
3. toes
4. throwing
5. windowpane

High Frequency Words

1. above
2. word
3. number
4. second
5. yellow

Part B: Decoding

Real Words	shadow	narrow	throat	tiptoe	boast
Nonsense Words	stowen	flowate	croaver	floathed	growip

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 (Second 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	shadow	narrow	throat	tiptoe	boast
Row 2	stowen	flowate	croaver	floathed	growip

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Long i Vowel Teams (ie, igh)

1. untie
2. highlight
3. bright
4. cries
5. frighten

High Frequency Words

1. after
2. world
3. sentence
4. than
5. that

Part B: Decoding

Real Words	slight	delight	tried	lie	upright
Nonsense Words	scright	siebers	plighty	munbiepling	crightip

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 (Second 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	slight	delight	tried	lie	upright
Row 2	scright	siebers	plighty	munbiepling	crightip

Summative: Set 40

Diphthongs (oy, oi) & 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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Diphthongs (oy, oi) & Vowel Team (eigh)

1. destroys
2. joyful
3. disappoint
4. neighborhood
5. noisemaker

High Frequency Words

1. hough
2. front
3. pull
4. then
5. time

Part B: Decoding

Real Words	voice	soybean	avoids	weigh	royal
Nonsense Words	goitop	floyer	seight	soylap	toiver

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 (Second 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	voice	soybean	avoids	weigh	royal
Row 2	goitop	floyer	seight	soylap	toiver

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

R-Controlled (ar) & Inflectional Endings (-es)

1. took
2. unhooked
3. loop
4. notebooks
5. droop

High Frequency Words

1. write
2. those
3. yours
4. friend
5. please

Part B: Decoding

Real Words	smoothed	football	shook	blooming	moonlight
Nonsense Words	brooging	flooty	sprooch	zoodlet	soofup

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 (Second 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	smoothed	football	shook	blooming	moonlight
Row 2	brooging	flooty	sprooch	zoodlet	soofup

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Vowel Teams (au, aw, augh)

1. causes
2. crawfish
3. taught
4. applaud
5. yawned

High Frequency Words

1. wrote
2. there
3. laugh
4. think
5. were

Part B: Decoding

Real Words	sprawling	thawed	laughed	autograph	crawled
Nonsense Words	fawsen	craughty	maughlet	vaunip	sawtin

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 (Second 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	sprawling	thawed	laughed	autograph	crawled
Row 2	fawsen	craughty	maughlet	vaunip	sawtin

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Diphthongs (ow, ou)

1. vowed
2. louder
3. rowdy
4. without
5. powerful

High Frequency Words

1. this
2. year
3. cause
4. took
5. walk

Part B: Decoding

Real Words	grounded	renowned	sprout	bowing	proud
Nonsense Words	nowper	houlis	glowned	foulpen	zounder

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 (Second 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	cart	renowned	sprout	bowing	proud
Row 2	nowper	houlis	glowned	foulpen	zounder

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Vowel Teams (ew, ue, ui)

1. sewer
2. newborn
3. true
4. cruel
5. cruised

High Frequency Words

1. third
2. first
3. which
4. should
5. through

Part B: Decoding

Real Words	renewing	juicer	pursue	avenue	fruits
Nonsense Words	trewfip	ruezil	yewfiv	duits	wuedis

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 (Second 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	renewing	juicer	pursue	avenue	fruits
Row 2	trewfip	ruezil	yewfiv	duits	wuedis

Summative: Set 45

Short e and Long a Vowel Teams (ea)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Short e and Long a Vowel Teams (ea)

1. instead
2. deadweight
3. ready
4. leapt
5. meadows

High Frequency Words

1. though
2. world
3. place
4. three
5. front

Part B: Decoding

Real Words	dead	breath	heading	spreaded	dealt
Nonsense Words	bleath	treaver	reavip	zeathop	seavish

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 (Second 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	dead	breath	heading	spreaded	dealt
Row 2	bleath	treaver	reavip	zeathop	seavish

Summative: Set 46

Consonant -le Syllable

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Consonant -le Syllables

1. stable
2. baffle
3. dimples
4. hurdle
5. rattlesnake

High Frequency Words

1. turn
2. word
3. over
4. next
5. too

Part B: Decoding

Real Words	sparkle	sizzle	humble	dangled	candlelight
Nonsense Words	firple	zogles	berfle	thirble	glapple

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 (Second 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	sparkle	sizzle	humble	dangled	candlelight
Row 2	firple	zogles	berfle	thirble	glapple

Summative: Set 47

Soft c and g

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Soft c and g

1. centerstage
2. stage
3. faceplanted
4. gentle
5. chance

High Frequency Words

1. come
2. down
3. goes
4. hang
5. line

Part B: Decoding

Real Words	gentleman	suggest	principle	centuries	tragic
Nonsense Words	kicepet	ciggles	fegic	pugic	lacer

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 (Second 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	gentleman	suggest	principle	centuries	tragic
Row 2	kicepet	ciggles	fegic	pugic	lacer

Summative: Set 48

Long a R-Controlled & Long e R-Controlled

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Long a R-Controlled & Long e R-Controlled

1. despair
2. stare
3. feared
4. steer
5. nearby

High Frequency Words

1. have
2. long
3. made
4. must
5. read

Part B: Decoding

Real Words	appeared	upstairs	hearing	airplane	share
Nonsense Words	kearup	tairdy	gairvol	pimzear	mairly

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 (Second 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	appeared	upstairs	hearing	airplane	share
Row 2	kearup	tairdy	gairvol	pimzear	mairly

Summative: Set 49

Multiple Sounds of ough

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Multiple Sounds of ough

1. although
2. throughout
3. brought
4. tough
5. thorough

High Frequency Words

1. right
2. any
3. into
4. about
5. these

Part B: Decoding

Real Words	enough	through	bought	dough	afterthought
Nonsense Words	foughten	amough	pordough	grougts	scrougt

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 (Second 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	enough	through	bought	dough	afterthought
Row 2	foughten	amough	pordough	grougths	scrougt

Summative: Set 50

Silent Letters (gn, kn, wr, mb)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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

Silent Letters (gn, kn, wr, mb)

1. wrongly
2. kneecaps
3. limbs
4. gnash
5. knock

High Frequency Words

1. round
2. many
3. above
4. under
5. make

Part B: Decoding

Real Words	signposts	knuckle	wrecked	numbly	gnawing
Nonsense Words	mignwell	knipper	wroken	brimb	gnuffler

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 (Second 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	signposts	knuckle	wrecked	numbly	gnawing
Row 2	mignwell	knipper	wroken	brimb	gnuffler

Summative: Set 51

Prefixes/Roots/Suffixes (dis-, re-, un-, -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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.

Assessment Items

Part A: Encoding

Prefixes/Roots/Suffixes (dis-, re-, un-, -er)

1. dislikes
2. refresh
3. unhappy
4. distrust
5. bigger

High Frequency Words

1. also
2. only
3. again
4. water
5. went

Part B: Decoding

Real Words	discovered	redo	unclear	refunds	brighter
-------------------	------------	------	---------	---------	----------

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 (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

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.

Directions: You will read some words to your teacher.

Row 1	discovered	redo	unclear	refund	brighter
--------------	------------	------	---------	--------	----------

Summative: Set 52

Prefixes/Roots/Suffixes (mis-, pre-, -est, -ic)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.

Assessment Items

Part A: Encoding

Prefixes/Roots/Suffixes (mis-, pre-, -est, -ic)

1. preschool
2. mismatched
3. predict
4. sweetest
5. dramatic

High Frequency Words

1. very
2. after
3. same
4. want
5. before

Part B: Decoding

Real Words	preheat	mistake	tallest	farthest	historic
-------------------	---------	---------	---------	----------	----------

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 (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

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.

Directions: You will read some words to your teacher.

Row 1	preheat	mistake	tallest	farthest	historic
--------------	---------	---------	---------	----------	----------

Summative: Set 53

Prefixes/Roots/Suffixes (ex-, non-, -ly)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.

Assessment Items

Part A: Encoding

Prefixes/Roots/Suffixes (ex-, non-, -ly)

1. cowardly
2. extend
3. nonstop
4. gladly
5. exclaims

High Frequency Words

1. number
2. people
3. what
4. your
5. second

Part B: Decoding

Real Words	quickly	extreme	nonsense	gently	export
-------------------	---------	---------	----------	--------	--------

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 (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

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.

Directions: You will read some words to your teacher.

Row 1	quickly	extreme	nonsense	gently	export
--------------	---------	---------	----------	--------	--------

Summative: Set 54

Prefixes/Roots/Suffixes (im-, post-, pro-)

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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.

Assessment Items

Part A: Encoding

Prefixes/Roots/Suffixes (im-, post-, pro-)

1. impolite
2. postdate
3. progress
4. imperfect
5. postscript

High Frequency Words

1. yellow
2. because
3. when
4. says
5. other

Part B: Decoding

Real Words	impure	postseason	product	impossible	postpone
-------------------	--------	------------	---------	------------	----------

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 (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

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.

Directions: You will read some words to your teacher.

Row 1	important	postcard	protect	imagery	cavity
--------------	-----------	----------	---------	---------	--------

Summative: Set 55

Prefixes/Roots/Suffixes (dis-, re-, un-, -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.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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 words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.

Assessment Items

Part A: Encoding

Prefixes/Roots/Suffixes (bi-, tri-, -able, -inter)

1. bicycle
2. triangles
3. interact
4. biweekly
5. disable

High Frequency Words

1. looking
2. will
3. sentence
4. with
5. every

Part B: Decoding

Real Words	biceps	tripod	capable	internet	binoculars
-------------------	--------	--------	---------	----------	------------

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 (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

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.

Directions: You will read some words to your teacher.

Row 1	biceps	tripod	capable	internet	binoculars
--------------	--------	--------	---------	----------	------------



Just Right Reader

Just Right Reader Assessment & Progress Monitoring Guide

for Just Right Reader Decodables

JustRightReader.com