

## 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. \_\_\_\_\_

\_\_\_\_\_

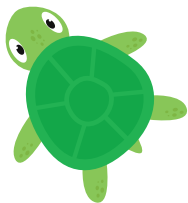
\_\_\_\_\_



3. \_\_\_\_\_

\_\_\_\_\_

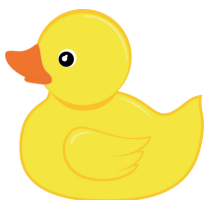
\_\_\_\_\_



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

---

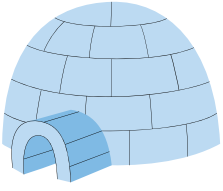
Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

## Progress Monitoring

---

After each end-of-unit/set assessment:

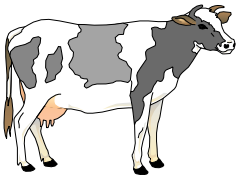
- Update the Phonics Skills Decoding/Encoding Checklist (KG) and/or Letter & Letter Sound Recognition Checklist (KG), noting any changes in student progress/mastery of skills.
- Support students as they update their My Literacy Journey (Student Tracker).
- Based on student performance, consider whether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

\_\_\_\_\_

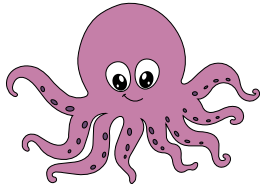
\_\_\_\_\_



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

---

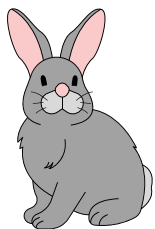
Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 12.)

## 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

---

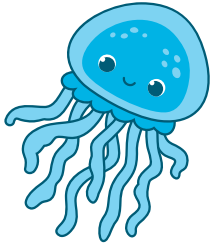
Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

## 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.

\_\_\_\_\_

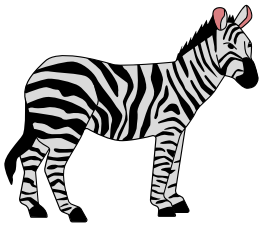
-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



3.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



4.

\_\_\_\_\_

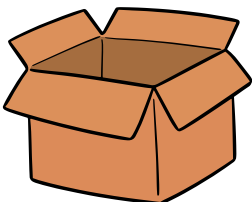
-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



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

1. map
2. at
3. tan
4. wag
5. sad

#### High Frequency Words

1. my
2. has
3. to
4. the
5. like

### Part B: Decoding

<b>Real Words</b>	tap	sat	an	bag	dad
<b>Nonsense Words</b>	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.

<b>Row 1</b>	tap	sat	an	bag	dad
<b>Row 2</b>	av	faj	han	kax	az

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

[illegible]

## 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

1. lid
2. in
3. zip
4. mix
5. big

#### High Frequency Words

1. you
2. into
3. do
4. go
5. we

### Part B: Decoding

<b>Real Words</b>	tip	sit	in	big	did
<b>Nonsense Words</b>	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.

<b>Row 1</b>	tip	sit	in	big	did
<b>Row 2</b>	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.

[illegible]

## 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

<b>Real Words</b>	top	sod	on	bog	dot
<b>Nonsense Words</b>	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.

<b>Row 1</b>	top	sod	on	bog	dot
<b>Row 2</b>	ov	foj	hon	kox	oz

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

[illegible]

## 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

<b>Real Words</b>	pug	sun	up	bud	but
<b>Nonsense Words</b>	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.

<b>Row 1</b>	pug	sun	up	bud	but
<b>Row 2</b>	uv	fum	hus	kux	uz

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

[illegible]

## 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

<b>Real Words</b>	bed	set	pen	beg	men
<b>Nonsense Words</b>	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.

<b>Row 1</b>	bed	set	pen	beg	men
<b>Row 2</b>	ev	fej	gen	kex	lek

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

[illegible]

## 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

<b>Real Words</b>	lick	sock	duck	back	peck
<b>Nonsense Words</b>	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.

<b>Row 1</b>	lick	sock	duck	back	peck
<b>Row 2</b>	gock	seck	kack	mick	juck

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

[illegible]

## 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

<b>Real Words</b>	mush	shot	dash	fish	shed
<b>Nonsense Words</b>	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.

<b>Row 1</b>	mush	shot	dash	fish	shed
<b>Row 2</b>	yish	shug	vash	shek	rosh

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

[illegible]

## 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

<b>Real Words</b>	thin	them	math	thud	that
<b>Nonsense Words</b>	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.

<b>Row 1</b>	thin	them	math	thud	that
<b>Row 2</b>	thap	thun	thit	kath	foth

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

[illegible]

## 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.

<b>Row 1</b>	such	rich	chap	chop	inch
<b>Row 2</b>	dech	chob	chux	tich	chag

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

[illegible]

## 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

<b>Real Words</b>	when	whim	wham	whip	whiz
<b>Nonsense Words</b>	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.

<b>Row 1</b>	when	whim	wham	whip	whiz
<b>Row 2</b>	whan	whog	whuv	whid	whem

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

[illegible]