

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)*.]



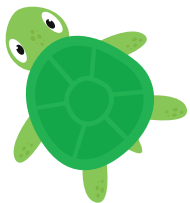
1. _____



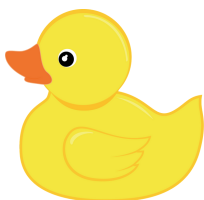
2. _____



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

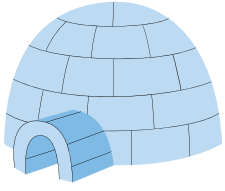
Scoring Guide

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.)

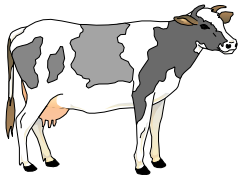
Progress Monitoring

After each end-of-unit/set assessment:

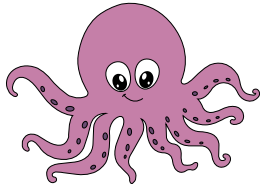
- Update the Phonics Skills Decoding/Encoding Checklist (KG) and/or Letter & Letter Sound Recognition Checklist (KG), noting any changes in student progress/mastery of skills.
- Support students as they update their My Literacy Journey (Student Tracker).
- Based on student performance, consider whether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

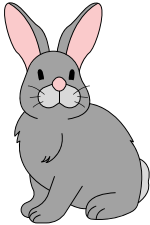
Scoring Guide

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

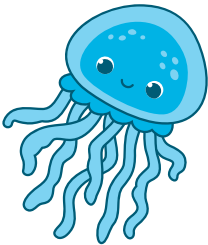
Scoring Guide

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:

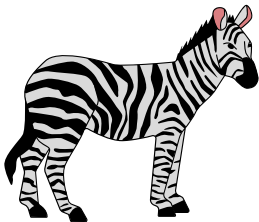
- Update the *Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Letter & Letter Sound Recognition Checklist (KG)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider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



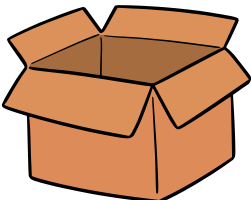
2.



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

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

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

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

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

