Just Right Reader Assessment & Progress Monitoring Guide

Spanish

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Introduction

A Comprehensive Assessment System (K-2)

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

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

Understanding the Just Right Reader Assessment & Progress Monitoring Guide

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

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

Figure 1. Types & Purpose(s) of Assessment

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

References:

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Kindergarten Assessments

Overview

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

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

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

While some assessments are Kindergarten-specific, assessing only those skills included in Kindergarten TEKS standards, other assessments include skills from the First and/or Second Grade TEKS standards, and are labeled with a K-2 designation. The reason is based on assessment purposes. For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction, and some students may have already learned skills designated in other grade levels. Including the option to show what they know related to these standards and skills will provide teachers with data to provide enrichment for these students so they too demonstrate growth. A second example is the progress monitoring assessment, Mastery Measures. These assessments are designated K-2 because a 1st grader, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures to best fit students’ needs based on other assessment data collected.

Figure K.2: Spanish Kindergarten Assessment Overview

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

TEKS Standards	Diagnostic	Formative			Summative
Blend syllables to form multisyllabic words.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Orally Segmenting & Blending Syllables Lesson	SP Phonological Awareness Checklist (KG) SP Small Group Reading Observation Form (K-2)	
Segment multisyllabic words into syllables.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Orally Segmenting & Blending Syllables Lesson SP Deleting Syllables Lesson	SP Phonological Awareness Checklist (KG) SP Small Group Reading Observation Form (K-2)	
Blend spoken phonemes to form syllables.	SP Baseline Assessment: Connected Text Fluency (Sets 1 - 10)	Informal	Resources: SP Reading Workouts & SP Prompting Guide Blending & Segmenting Phonemes Lesson	SP Phonological Awareness Checklist (KG) SP Small Group Reading Observation Form (K-2)	
Manipulate syllables within a multisyllabic word.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Deleting Syllables Lesson	SP Phonological Awareness Checklist (KG) SP Small Group Reading Observation Form	

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Identify and match the common sounds that letters represent.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency

(Sets 1 - 7)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (KG)

SP Alphabetic Principles: Letter Recognition, Letter Sound Recognition Checklist (KG)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 1-7)</td></tr>
<tr><td>Lessons & Decodables (Sets 1-7)</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Alphabetic Principle: Say the Sounds)</td></tr>
<tr><td rowspan="2">Use letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</td><td rowspan="2">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency

(Sets 6-10)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="2">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (KG)</td><td rowspan="2">Summative Assessments (Sets 1-7)</td></tr>
<tr><td>Lessons & Decodables (Sets 1-7)</td></tr>
</table>

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td></td><td></td><td>Formal</td><td>Mastery Measures (Decoding: VC & CVC, Digraphs, Beginning Blends, & Ending Blends)</td><td>SP Alphabetic Principles: Letter Recognition, Letter Sound Recognition Checklist (KG)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td></td></tr>
<tr><td rowspan="3">Decode words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency

(Sets 6-10)</td><td rowspan="2">Informal</td><td>Resources: SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (KG)

SP Alphabetic Principles: Letter Recognition, Letter Sound Recognition Checklist (KG)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 1-7)</td></tr>
<tr><td>Lessons & Decodables (Sets 3-7)</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Decoding: VC & CVC, Digraphs, Beginning Blends, & Ending Blends)</td></tr>
</table>

TEKS Standards	Diagnostic	Formative			Summative
Recognize that new words are created when syllables are changed, added, or deleted.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Small Group Reading Observation Form (K-2)	
			Manipulating Phonemes Lesson	SP Phonics & Fluency Monitoring Form (K-2)	
Spell common letter and sound correlations.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a)	Summative Assessments (Sets 1-7)
			SP Spelling (KG) Lesson	SP Phonics Skills: Decoding/Encoding Checklist	
			Lessons & Decodables (Sets 1-10)	SP Small Group Reading Observation Form (K-2)	
				SP My Literacy Journey (Student Tracker) (K-2)	
Spell words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.		Informal	SP Spelling (KG) Lesson	SP Phonics Skills Checklist (K-2) (a)	Summative Assessments (Sets 1-7)
			Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills: Decoding/Encoding Checklist (KG)	
			Lessons & Decodables (Sets 1-10)	SP Small Group Reading Observation Form (K-2)	
				SP My Literacy Journey (Student Tracker) (K-2)	

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Identify all uppercase and lowercase letters.</td><td rowspan="3">Diagnostic Assessment (Phonics)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts &
SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (KG)

SP Alphabetic Principles:
Letter Recognition, Letter Sound Recognition Checklist (KG)

SP Small Group Reading Observation Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 1-7)</td></tr>
<tr><td>Lessons & Decodables
(Sets 1-7)</td></tr>
<tr><td>Formal</td><td>Mastery Measures
(Alphabetic Principle:
Name the Letters)</td></tr>
</table>

Figure K.3: Spanish Kindergarten Assessment Timetable

SPANISH KINDERGARTEN ASSESSMENT TIMETABLE					
Assessment		**Level**	**Students**	**Frequency**	**Schedule**
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set beginning with Early Decodables through Set 10
Diagnostic	Phonics	Course	All	Annually	before Set 1 (or upon student enrollment)
Formative (In-the-moment)	See Figure K.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.	Lesson	All	Daily	in-the-moment throughout Sets 1-10
Formative (Progress Monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 1-10
Formative (Progress Monitoring)	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/ Unit	Not yet mastered (<60%)	2x per week	as informal, formative assessments and/or summative assessments indicates a need (Sets 1-10)
			Not yet mastered (61%-80%)	Weekly	
			Not yet mastered(81%-90 %)	Bi-weekly	
Summative	End-of-Unit/Set(Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 1-10)
Summative	Spelling Tests [See Spelling (KG) Lesson.]	Lesson/ Unit	All	Weekly to Bi-Weekly	throughout Sets 1-10

Diagnostic Assessments

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

Formative Assessments

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

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

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

Summative Assessments

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

Data-Driven Instruction

Collecting & Analyzing the Data

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

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

Figure K.4: Collecting & Analyzing Data

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

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

Formative Assessment: Collecting & Analyzing the Data		
Level of Analysis	**Assessment Tool**	**Purpose of Tool**
Student/Class	SP Small Group Reading Observation Form (K-2)	to track observations of students' learning and instructional next steps during small group learning
	SP Phonological Awareness Checklist (KG)	to monitor students' growth and mastery of curriculum-based skills
	SP Phonics Skills Checklist (K-2) (b)	to monitor students' mastery of general phonics skills (e.g., VC & CVC, digraphs)
	SP Phonics Skills: Decoding/Encoding Checklist (KG)	to monitor students' mastery of decoding and encoding specific phonics skills (e.g., digraph -ch)
	SP Alphabetic Principles: Letter Recognition, Letter Sound Recognition Checklist (KG)	to monitor students' mastery of alphabetic principles
Student	SP Phonics & Fluency Monitoring Form (K-2)	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends

Level of Analysis	Assessment Tool	Purpose of Tool
	SP Phonics Skills Checklist (K-2) (a)	to monitor what students can do, strengths and areas for improvement and to inform instruction
Student	Self-Monitoring: SP My Literacy Journey (Student Tracker) (K-2)	for students to set goal(s), track progress toward meeting those goals, and to track mastery of phonics skills

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

Using the Data

Diagnostic

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

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

Example Scenario

A student enrolls in the second semester and the teacher administers the Spanish Diagnostic Assessment (Phonics) (K-2). The data indicates the student can not yet recognize all the letter names and sounds. The teacher realizes the need to accelerate this student's learning of letter names and sounds to close the skill gap. With the error analysis of the diagnostic data, it is determined which specific letter names and sounds the student does not yet recognize, and plans are made to address these gaps during small group instruction. The What's My Sound activity from the Reading Workouts and suggestions from the Decoding section of the Prompting Guide is then utilized. The teacher will also plan to administer the Spanish Mastery Measures for both letter names and letter sounds as needed to monitor this student's progress toward those skills.

Formative

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

Example Scenario A: continuing the example scenario above

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

Example Scenario B

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

Example Scenario C

Late in the school year, an educator is teaching a small group of students who have demonstrated advanced understanding of decoding digraphs according to diagnostic assessment and formative fluency monitoring. Instead of guided decoded practice, students are assigned independent decoding practice and partner-reading, while listening in as students read. Noticing some weaknesses with prosody and reading rate, the Prompting Guide is used to offer in-the-moment explicit instruction related to these two aspects of fluency and additional guided practice providing students with encouragement and feedback throughout. Observations are noted on the Just Right Reader Data Tools (e.g., Small Group Reading Observation Form and Phonics & Fluency Monitoring Form).

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

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

Summative

Educators use summative assessments to "sum up" students' learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate student's mastery. Since students don't have the opportunity to better their performance on these assessments, they are summative; however, depending on when during the school year the assessment is administered, educators can use the data from summative assessments to tailor future instruction to individual student's needs. If a student showed they did not master the

digraph -ch on the summative assessment, for example, the teacher would continue to fold this skill into their small group instruction, ensuring mastery of the skill even though it has already been assessed summatively.

Involving Key Stakeholders: Communicating the Data

Student Involvement

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

Example Scenario

An educator administers the diagnostic assessment at the beginning of the school year and plans to introduce students to goal setting and the Spanish: My Literacy Journey (Student Tracker) shortly after. As part, the educator shares with a student mastery of all Uppercase Letter Names, almost all Lowercase Letter Names, and has already mastered ten letter sounds. The student is pleased to hear all of their learning and to place star stickers on the mastered skills on the Spanish: My Literacy Journey (Student Tracker). The student is eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: "I will name the lowercase letters e, r, d, i and t and continue to practice my letter sounds." As the student learns the letter names and sounds and demonstrates mastery, with teacher guidance, additional stars are placed on the chart.

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

Other Stakeholder Involvement

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

- Professional Learning Communities (PLCs): Within a PLC, teachers can share class-level data. They can discuss their individual class' areas of strength and weakness, any additional data observations, and then collaborate to analyze the data and plan for instruction based on the analysis.

- Administrators: Educators can share and discuss class-level data (as well as individual-student data, as appropriate) with administrators. These stakeholders can use the data to gauge effectiveness of curriculum and/or instruction and to problem solve accordingly.

- Intervention and/or Enrichment Program Personnel: Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic as well as behavioral observations so they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.

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

First Grade Assessments

Overview

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

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

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

While some assessments are First Grade-specific, assessing only those skills included in First Grade TEKS standards, other assessments include skills included in the Kindergarten and/or Second Grade TEKS standards, and are labeled with a K-2 designation. The reason is based on assessment purposes. For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction, and some students may have not learned skills that were previously taught or may have already learned skills that are designated in other grade levels. Including the option to show what they know related to these standards and skills will provide teachers with data to provide support or enrichment for these students so they too demonstrate growth. A second example is the progress monitoring Mastery Measures. These assessments are designated K-2 because a 1st grader, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures to best fit students’ needs based on other assessment data collected.

Figure 1.2: Spanish First Grade Assessment Overview

TEKS Standards	Diagnostic	Formative			Summative
Produce a series of rhyming words.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	
Recognize spoken alliteration or groups of words that begin with the same simple syllable or initial sound.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	
Recognize the change in spoken word when a specified syllable is added, changed, or removed.		Informal	Resources: SP Reading Workouts & SP Prompting Guide Manipulating Phonemes Lesson	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	
Segment spoken words into individual syllables.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Orally Segmenting & Blending Syllables Lesson	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	

TEKS Standards	Diagnostic	Formative			Summative
Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Orally Segmenting & Blending Syllables Lesson	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	
Segment spoken words into syllables, including words with sílabas trabadas.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Orally Segmenting & Blending Syllables Lesson	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	
Manipulate syllables within words.		Informal	Resources: SP Reading Workouts & SP Prompting Guide SP Manipulating Syllables Lesson	SP Phonological Awareness Checklist (1G) SP Small Group Reading Observation Form (K-2)	Summative Assessments (Sets 11-31)
Identify and match sounds to individual letters.	Diagnostic Assessment (Phonics) SP Baseline Assessment: Connected Text Fluency (Sets 11-31)	Informal	Resources: SP Reading Workouts & SP Prompting Guide Lessons & Decodables (Sets 11-31)	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2)	Summative Assessments (Sets 11-31)

TEKS Standards	Diagnostic	Formative			Summative
		Formal	Mastery Measures *(Decoding)*	SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	
Decode words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.	Diagnostic Assessment (Phonics) SP Baseline Assessment: Connected Text Fluency (Sets 11-31)	Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	Summative Assessments (Sets 11-31)
			Lessons & Decodables (Sets 11-31)		
		Formal	Mastery Measures *(Decoding)*		
Decode words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.	Diagnostic Assessment (Phonics) SP Baseline Assessment: Connected Text Fluency (Sets 11-31)	Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	Summative Assessments (Sets 11-31)
			Lessons & Decodables (Sets 11-31)		
		Formal	Mastery Measures *(Decoding)*		

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Decode words with diphthongs such as /ai/, /au/, and /ei/.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency (Sets 11-31)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 11-31)</td></tr>
<tr><td>Lessons & Decodables (Sets 11-31)</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Decoding)</td></tr>
<tr><td rowspan="3">Decode contractions such as al and del.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency (Sets 11-31)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 11-31)</td></tr>
<tr><td>SP Contractions Lesson</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Decoding)</td></tr>
</table>

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Decode three- to four-syllable words.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency (Sets 11-31)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 11-31)</td></tr>
<tr><td>Lessons & Decodables (Sets 11-31)</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Decoding)</td></tr>
<tr><td>Use knowledge of base words to decode common compound words</td><td>SP Baseline Assessment: Connected Text Fluency (Set 31)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="2">SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="2">Summative Assessment (Set 31)</td></tr>
<tr><td>Lessons & Decodables (Sets 11-31)</td></tr>
</table>

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="2">Decode words with common prefixes and suffixes.</td><td rowspan="2">SP Baseline Assessment: Connected Text Fluency (Set 29)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="2">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="2">Summative Assessment (Set 29)</td></tr>
<tr><td>Lessons & Decodables (Set 29)</td></tr>
<tr><td rowspan="3">Spell common letter and sound correlations.</td><td rowspan="3"></td><td rowspan="3">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP My Literacy Journey (Student Tracker) (K-2)</td><td rowspan="3">Summative Assessments (Sets 11-15)</td></tr>
<tr><td>SP Spelling (1G) Lesson</td></tr>
<tr><td>Lessons & Decodables (Sets 11-15)</td></tr>
</table>

<table>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Spell spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</td><td rowspan="3"></td><td rowspan="3">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP My Literacy Journey (Student Tracker) (K-2)</td><td rowspan="3">Summative Assessments (Sets 11-15)</td></tr>
<tr><td>SP Spelling (1G) Lesson</td></tr>
<tr><td>Lessons & Decodables (Sets 11-15)</td></tr>
<tr><td rowspan="3">Spell words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</td><td rowspan="3"></td><td rowspan="3">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP Phonics Skills: Decoding/Encoding Checklist (1G)

SP Small Group Reading Observation Form (K-2)

SP My Literacy Journey (Student Tracker) (K-2)</td><td rowspan="3">Summative Assessments (Sets 16-28)</td></tr>
<tr><td>SP Spelling (1G) Lesson</td></tr>
<tr><td>Lessons & Decodables (Sets 16-28)</td></tr>
</table>

TEKS Standards	Diagnostic	Formative			Summative
Spell multisyllabic words, including words with que- , qui-, gue-, gui-, güe-, and güi-.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP My Literacy Journey (Student Tracker) (K-2)	Summative Assessments (Sets 16-20)
			SP Spelling (1G) Lesson		
			Lessons & Decodables (Sets 16-20)		
Spell contractions such as al and del.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP My Literacy Journey (Student Tracker) (K-2)	
			SP Spelling (1G) Lesson		
			SP Contractions Lesson		

TEKS Standards	Diagnostic	Formative			Summative
Spell words with diphthongs such as /ai/, /au/, and /ie/ as in quiero, na-die, and ra-dio and hiatus such as le-er and río.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP My Literacy Journey (Student Tracker) (K-2)	Summative Assessment (Set 30)
			SP Spelling (1G) Lesson		
			Lessons & Decodables (Set 30)		
Spell words with common prefixes and suffixes.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP Phonics Skills: Decoding/Encoding Checklist (1G) SP Small Group Reading Observation Form (K-2) SP My Literacy Journey (Student Tracker) (K-2)	Summative Assessments (Sets 29)
			SP Spelling (1G) Lesson		
			Lessons & Decodables (Set 29)		

Figure 1.3: Spanish First Grade Assessment Timetable

SPANISH FIRST GRADE ASSESSMENT TIMETABLE					
Assessment		**Level**	**Students**	**Frequency**	**Schedule**
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set
Diagnostic	Phonics	Course	All	Annually	before Set 11 (or upon student enrollment)
Formative (In-the-moment)	See Figure 1.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.	Lesson	All	Daily	in-the-moment throughout Sets 11-31
Formative (Progress Monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 11 - 31
Formative (Progress Monitoring)	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/ Unit	Not yet mastered (<60%)	2x per week	as informal, formative assessments and/or summative assessments indicate a need (Sets 11-31)
			Not yet mastered (61%-80%)	Weekly	
			Not yet mastered (81%-91%)	Bi-weekly	
Summative	End-of-Unit/Set(Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 11-31)
Summative	Spelling Tests [See Spelling (1G) Lesson.]	Lesson/ Unit	All	Weekly to Bi-Weekly	throughout Sets 11-31

Diagnostic Assessments

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

Formative Assessments

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

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

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

Summative Assessments

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

Data-Driven Instruction

Collecting & Analyzing the Data

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

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

Figure 1.4: Collecting & Analyzing Data

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

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

Formative Assessment: Collecting & Analyzing the Data		
Level of Analysis	**Assessment Tool**	**Purpose of Tool**
Student/Class	SP Small Group Reading Observation Form (K-2)	to track observations of students' learning and instructional next steps during small group instruction
	SP Phonological Awareness Checklist (1G)	to monitor students' mastery of curriculum-based skills
	SP Phonics Skills Checklist (K-2) (b)	
	SP Phonics Skills: Decoding/Encoding Checklist (1G)	to monitor students' mastery of decoding and encoding specific curriculum-based skills
Student	SP Phonics & Fluency Monitoring Form (K-2)	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends

Level of Analysis	Assessment Tool	Purpose of Tool
	SP Phonics Skills Checklist (K-2) (a)	to monitor what students can do, strengths and areas for improvement and to inform instruction
	Self-Monitoring: SP My Literacy Journey (Student Tracker) (K-2)	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track growth and mastery of curriculum-based skills

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

Using the Data

Diagnostic

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

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

Example Scenario

A student enrolls in the second semester and the teacher administers the Diagnostic Assessment (Phonics) (K-2). The data indicates the student can not yet recognize all the letters' sounds, a Kindergarten-level skill. The teacher realizes the need to accelerate this student's learning of letter sounds to close this large skill gap. With the error analysis of the diagnostic data, it is determined which specific letter sounds the student does not yet know. Plans are made to address these gaps during small group instruction, using the What's My Sound activity from the Reading Workouts and suggestions from the Decoding section of the Prompting Guide. The teacher also plans to administer the Mastery Measures for letter sounds twice per week to monitor this student's progress toward this skill.

Formative

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

Example Scenario A: (continuing the example scenario above)

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

Example Scenario B

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

Example Scenario C

Late in the school year, an educator is teaching a small group of students who have demonstrated advanced understanding of decoding words with ca, co, cu, ce, and ci according to the diagnostic assessment and formative fluency monitoring. Instead of guided decoded practice, independent decoding practice is assigned, asking students to partner-read, listening in as students read. Noticing some weaknesses with prosody and reading rate, the Prompting Guide is used, and in-the-moment, explicit instruction related to these two aspects of fluency, and additional guided practice providing the students with encouragement and feedback throughout is utilized. Observations are noted using Just Right Reader Data Tools (e.g., Small Group Reading Observation Form and Phonics & Fluency Monitoring Form).

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

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

Summative

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

Involving Key Stakeholders: Communicating the Data

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

Example Scenario

An educator administers the diagnostic assessment at the beginning of the year and plans to introduce students to goal setting and My Literacy Journey (Student Tracker) shortly after. As part, the educator shares with a student mastery of all CVC short vowel sounds, almost all digraphs, and has already mastered some beginning blends. The student is pleased to hear their learning and to place star stickers on the skills already mastered on the My Literacy Journey (Student Tracker). The student is eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: I will learn the digraphs ch and rr and continue to practice my beginning blends. As the student learns the digraphs and blends and demonstrates mastery, with teacher guidance, additional stars are placed on the chart.

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

Other Stakeholder Involvement

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

- Professional Learning Communities (PLCs): Within a PLC, teachers can share class-level data. They can discuss their individual class' areas of strength and weakness and any additional data observations and then collaborate to analyze the data and plan for instruction based on the analysis.

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- Intervention and/or Enrichment Program Personnel: Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic as well as behavioral observations so they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.

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Second Grade Assessments

Overview

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

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

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

While some assessments are Second Grade-specific, assessing only those skills included in Second Grade TEKS standards, other assessments include skills included in the Kindergarten and/or First Grade TEKS standards, and are labeled with a K-2 designation. The reason is based on assessment purpose. For example, a diagnostic assessment is meant to “diagnose” what students have already learned prior to instruction, and some students may have not learned skills previously taught or may have already learned skills that will be taught later in the year. Including the option to show what they know related to these standards and skills will provide teachers with data to provide support or enrichment for these students so they too demonstrate growth. A second example is the progress monitoring Mastery Measures. These assessments are designated K-2 because a 1st grader, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures to best fit students’ needs based on other assessment data collected.

Figure 2.2: Spanish Second Grade Assessment Overview

<table>
<tr><th colspan="6">SPANISH SECOND GRADE ASSESSMENT OVERVIEW</th></tr>
<tr><th>TEKS Standards</th><th>Diagnostic</th><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><td rowspan="3">Decode multisyllabic words.</td><td rowspan="3">Diagnostic Assessment (Phonics)

SP Baseline Assessment: Connected Text Fluency (Sets 32-50)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="3">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)
SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (2G)
SP Small Group Reading Observation Form (K-2)

SP Phonics & Fluency Monitoring Form (K-2)</td><td rowspan="3">Summative Assessments (Sets 32-50)</td></tr>
<tr><td>Lessons & Decodables (Sets 32-50)</td></tr>
<tr><td>Formal</td><td>Mastery Measures (Decoding)</td></tr>
<tr><td rowspan="2">Decode words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</td><td rowspan="2">SP Baseline Assessment: Connected Text Fluency (Sets 32-36)</td><td rowspan="2">Informal</td><td>Resources:
SP Reading Workouts & SP Prompting Guide</td><td rowspan="2">SP Phonics Skills Checklist (K-2) (a)

SP Phonics Skills Checklist (K-2) (b)

SP My Literacy Journey (Student Tracker) (K-2)

SP Phonics Skills: Decoding/Encoding Checklist (2G)</td><td rowspan="2">Summative Assessments (Sets 32-36)</td></tr>
<tr><td>SP Baseline Assessment: Connected Text Fluency (Sets 32-36)</td></tr>
</table>

TEKS Standards	Diagnostic	Formative			Summative
				SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	
Decode words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.	SP Baseline Assessment: Connected Text Fluency (Sets 32-36)	Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G) SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	Summative Assessments (Sets 32-36)
			Lessons & Decodables (Sets 32-36)		
Decode words with diphthongs and hiatus.	SP Baseline Assessment: Connected Text Fluency (Sets 37-41)	Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G)	Summative Assessments (Sets 37-41)
			Lessons & Decodables (Sets 37-41)		

TEKS Standards	Diagnostic	Formative			Summative
				SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	
Decode words with common prefixes and suffixes.	SP Baseline Assessment: Connected Text Fluency (Sets 46-50)	Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP Phonics Skills Checklist (K-2) (b) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G) SP Small Group Reading Observation Form (K-2) SP Phonics & Fluency Monitoring Form (K-2)	Summative Assessments (Sets 46-50)
			Lessons & Decodables (Sets 46-50)		
Spell multisyllabic words.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G) SP Small Group Reading Observation Form (K-2)	Summative Assessments (Sets 32-36)
			SP Spelling (2G) Lesson		
			Lessons & Decodables (Sets 32-36)		

TEKS Standards	Diagnostic	Formative			Summative
Spell words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G) SP Small Group Reading Observation Form (K-2)	Summative Assessments (Sets 32-36)
			SP Spelling (2G) Lesson		
			Lessons & Decodables (Sets 32-36)		
Spell words with diphthongs and hiatus.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP My Literacy Journey (Student Tracker) (K-2) SP Phonics Skills: Decoding/Encoding Checklist (2G) SP Small Group Reading Observation Form (K-2)	Summative Assessments (Sets 37-41)
			SP Spelling (2G) Lesson		
			Lessons & Decodables (Sets 37-41)		
Spell words with prefixes and suffixes.		Informal	Resources: SP Reading Workouts & SP Prompting Guide	SP Phonics Skills Checklist (K-2) (a) SP My Literacy Journey (Student Tracker) (K-2)	Summative Assessments (Sets 46-50)

TEKS Standards	Diagnostic	Formative			Summative
			SP Spelling (2G) Lesson	SP Phonics Skills: Decoding/Encoding Checklist (2G)	
			Lessons & Decodables (Sets 46-50)	SP Small Group Reading Observation Form (K-2)	

Figure 2.3: Spanish Second Grade Assessment Timetable

SPANISH SECOND GRADE ASSESSMENT TIMETABLE					
Assessment		**Level**	**Students**	**Frequency**	**Schedule**
Diagnostic	Baseline Assessment: Connected Text Fluency	Unit	All	Bi-Weekly	at the start of each unit/set
Diagnostic	Phonics	Course	All	Annually	before Set 32 (or upon student enrollment)
Formative (In-the-moment)	See Figure 2.2 for a list of activities and accompanying formative, in-the-moment assessment resources & tools.	Lesson	All	Daily	in-the-moment throughout Sets 32-50
Formative (Progress Monitoring)	Phonics & Fluency Checklist: Connected Text Fluency (Just Right Reader Decodables)	Lesson	All	Weekly	throughout Sets 32-50
Formative (Progress Monitoring)	Mastery Measures (Alphabetic Principle & Decoding)	Lesson/ Unit	Not yet mastered (<60%)	2x per week	as informal, formative assessments and/or summative assessments indicate a need (Sets 32-50)
			Not yet mastered (61%-80%)	Weekly	
			Not yet mastered (81%-91%)	Bi-weekly	
Summative	End-of-Unit/Set(Phonics Skills)	Unit	All	Bi-weekly	end-of-unit (Sets 32-50)
Summative	Spelling Tests [See Spelling (2G) Lesson.]	Lesson/ Unit	All	Weekly to Bi-Weekly	throughout Sets 32-50

Diagnostic Assessments

Just Right Reader has included a Second Grade course-level diagnostic. This formal, standardized diagnostic assessment measures curriculum-based phonics skills learned over the school year and provides a baseline of performance. As indicated in Figure 1, this diagnostic assessment should be administered before instruction of the assessed skills begins and can assist educators in organizing students for small group instruction (TEA, 2023). Detailed guidance regarding who should be assessed using the Diagnostic Assessment, which section(s) to administer, when to administer the assessment, and how to administer this assessment is included in part in Figure 2.3: Spanish Second Grade Assessment Timetable and in total within the Spanish Diagnostic Assessment (Phonics) Administration Guide (Appendix A).

Formative Assessments

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

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

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

Summative Assessments

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

Data-Driven Instruction

Collecting & Analyzing the Data

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

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

Figure 2.4: Collecting & Analyzing Data

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

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

Formative Assessment: Collecting & Analyzing the Data		
Level of Analysis	**Assessment Tool**	**Purpose of Tool**
Student/Class	SP Small Group Reading Observation Form (K-2)	to track observations of students' learning and instructional next steps during small group instruction
	SP Phonics Skills Checklist (K-2) (b)	to monitor students' mastery of curriculum-based skills
	SP Phonics Skills: Decoding/Encoding Checklist (2G)	to monitor students' mastery of decoding and encoding specific curriculum-based skills
Student	SP Phonics & Fluency Monitoring Form (K-2)	to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends
	SP Phonics Skills Checklist (K-2) (a)	to monitor what students can do, strengths and areas for improvement and to inform instruction
	Self-Monitoring: SP My Literacy Journey (Student Tracker) (K-2)	to teach students to set goal(s), self-monitor progress toward meeting those goals, and to track growth and mastery of curriculum-based skills

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

Using the Data

Diagnostic

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

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

Example Scenario

A student enrolls in the second semester and the teacher administers the Diagnostic Assessment (Phonics) (K-2). The data indicates the student can not read digraphs in single syllable words, a First Grade-level skill. The teacher realizes the need to accelerate this student's learning of digraphs to close this large skill gap. With the error analysis of the diagnostic data, it is determined which specific digraphs the student does not yet know, and plans are made to address these gaps during small group instruction, using the What's My Sound activity from the Reading Workouts and suggestions from the Decoding section of the Prompting Guide. Plans are made to administer the Mastery Measures for digraphs twice per week to monitor this student's progress toward this skill.

Formative

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

Example Scenario A

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

Example Scenario B

An educator is teaching a small group of students who are struggling to decode words with stress on the last syllable (palabras agudas). One student catches on quickly and shows mastery of palabras agudas during a Reading Workout activity, while the others continue to need guided practice and feedback. The student's' progress is noted on the Small Group Reading Observation Form and then the educator immediately adjusts instruction to provide more explicit guided practice to the student. The student continues to learn and grow.

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

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

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

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

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Appendix A

Spanish Diagnostic Assessment (Phonics): Administration Guide

Preparation:

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

Administration:

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

Scoring & Data Analysis:

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

Table 1: Administration Guidance

<table>
<tr><th>Grade</th><th>Starting Point</th><th colspan="2">Additional Administration Recommendations</th></tr>
<tr><td>KG</td><td>Alphabetic Principles: Name the Letters & Say the Sounds</td><td>If a student scores 92% or better on both Alphabetic Principles subsections, administer the Decoding subsections, beginning with VC & CVC and working toward more complex skills.

If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.</td><td>If a student scores below 50% on a Decoding subsection, stop the assessment.</td></tr>
<tr><td>First Grade</td><td>Decoding: Beginning Blends</td><td rowspan="2">If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.</td><td rowspan="2">If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection.

Once a student scores 50% or better on a previous, less-complex subsection, stop the assessment.</td></tr>
<tr><td>Second Grade</td><td>Decoding: Hard C/Soft G</td></tr>
</table>

Alphabetic Principle: Letter Recognition

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

Say: **Vas a decir el nombre de estas letras. Primero, nombrarás estas letras.** (Run your finger across the first row of letters on the Spanish Diagnostic Assessment: Student Handout (Figure 2), showing the student which letters to read). **Señalarás cada letra mientras dices su nombre. ¿Listo? Empezarás aquí** (point to the first letter in the row) **y continuarás leyendo.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Ahora, dirás el nombre de estas letras. Empezarás aquí** (point to the first letter in the second row) **y continuarás leyendo. Recuerda señalar cada letra mientras dices su nombre.**

Prompting, Scoring & Data Collection Guidance:

- *As the student names the letters, mark those they named correctly in the space below each letter on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student gives the letter sound instead of the letter name, say "¿Cuál es el nombre de esta letra?" (Point to the letter.)*

- *If a student provides the same letter sound or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.*
- *If a student is "stuck" and doesn't respond, say "¿Cuál es el nombre de esta letra?" (Point to the letter.) If the student does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use this Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*

Alphabetic Principle: Letter Sound Recognition

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

Say: Vas a decir el sonido de estas letras. Primero, dirás los sonidos que hacen estas letras. (Run your finger across the first row of letters, showing the student which letters to read on the Spanish Diagnostic Assessment: Student Handout (Figure 2). **Señalarás cada letra mientras dices su sonido. ¿Listo? Empezarás aquí** (point to the first letter in the row) **y continuarás leyendo**. (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Ahora, dirás el sonido de estas letras. Empezarás aquí** (point to the first letter in the second row) **y continuarás leyendo. Recuerda señalar cada letra mientras dices su sonido.**

Prompting, Scoring & Data Collection Guidance:

- *As the student says the sound, mark those they name correctly in the space below each letter on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student gives the letter name instead of the letter sound, say "¿Cuál es el sonido de esta letra?" (Point to the letter.)*
    - *If a student provides the same letter name or a different incorrect answer, it is an error. Record the student's incorrect response.*
    - *If a student is "stuck" and doesn't respond, say "¿Cuál es el sonido de esta letra?" (Point to the letter.) If the student does not know, leave the space blank below the letter. Instruct the student to look at the next letter(s), giving the opportunity to name all that they know.*
- *If a multilingual student confuses the vowel sounds and provides the answer in English or gives the soft sounds of c and g instead of the hard sounds, say "¿Cuál es el sonido de esta letra en español?" or "¿Cuál es el otro sonido que hace esta letra?"*
    - *If a student provides the same or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.*
    - *If a student is "stuck" and does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.*

- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*

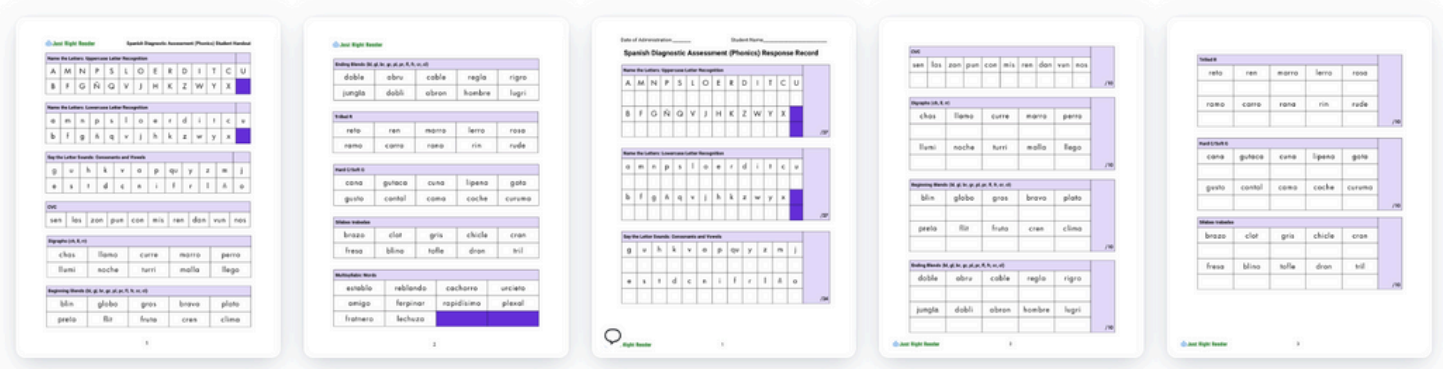


Figure 1:
Spanish Diagnostic Assessment (Phonics) Response Record

Figure 2:
Spanish Diagnostic Assessment (Phonics) Student Handout

Decoding

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

Say: Vas a leer algunas palabras hoy. Algunas de estas palabras no son reales. Son palabras inventadas o palabras sin sentido. Comenzarás con la primera palabra y leerás de principio a fin.

Prompting, Scoring & Data Collection Guidance:

- *As the student reads each word, mark those they name correctly in the space below each word on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the word(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student is "stuck" and doesn't respond, say "¿Qué palabra es esta?" (pointing to the word). If the student does not know, leave the space blank beside the letter, and encourage the student to continue on to the next word, giving an opportunity to read all words in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use this Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*

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

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

Say the Letter Sounds: Consonants and Vowels											
g	u	h	k	v	a	p	qu	y	z	m	j
e	s	t	d	c	n	i	f	r	l	ñ	o

CVC									
sen	las	zon	pun	con	mis	ren	dan	vun	nos

Digraphs (ch, ll, rr)				
chas	llamo	curre	marro	perro
llumi	noche	turri	malla	llego

Beginning Blends (bl, gl, br, gr, pl, pr, fl, fr, cr, cl)				
blin	globo	gros	bravo	plato
prelo	flit	fruta	cren	clima

Ending Blends (bl, gl, br, gr, pl, pr, fl, fr, cr, cl)				
doble	abru	cable	regla	rigro
jungla	dobli	abron	hombre	lugri

Trilled R				
reto	ren	marro	lerro	rosa
ramo	carro	rana	rin	rude

Hard C/Soft G				
cana	gutaca	cuna	lipena	gota
gusto	contal	cama	coche	curuma

Sílabas trabadas				
brazo	clot	gris	chicle	cran
fresa	blino	tofle	dron	tril

Multisyllabic Words				
establo	banana	cachorro	cafetería	botella
mirada	bebita	lechuza	paloma	amigo

Date of Administration:_____ Student Name_____

Spanish Diagnostic Assessment (Phonics) Response Record

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

/27

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

/27

Say the Letter Sounds: Consonants and Vowels											
g	u	h	k	v	a	p	qu	y	z	m	j
e	s	t	d	c	n	i	f	r	l	ñ	o

/24

CVC										
sen	las	zon	pun	con	mis	ren	dan	vun	nos	
										/10

Digraphs (ch, ll, rr)					
chas	llamo	curre	marro	perro	
llumi	noche	turri	malla	llego	
					/10

Beginning Blends (bl, gl, br, gr, pl, pr, fl, fr, cr, cl)					
blin	globo	gros	bravo	plato	
prelo	flit	fruta	cren	clima	
					/10

Ending Blends (bl, gl, br, gr, pl, pr, fl, fr, cr, cl)					
doble	abru	cable	regla	rigro	
jungla	dobli	abron	hombre	lugri	
					/10

Trilled R					
reto	ren	parro	larro	rosa	
ramo	carro	rana	rin	rod	
					/10

Hard C/Soft G					
cana	gato	cuna	como	gota	
gusto	cono	cama	coche	cuchara	
					/10

Sílabas trabadas					
brazo	clot	gris	chicle	cran	
fresa	blin	tofle	dron	tril	
					/10

Multisyllabic Words					
establo	banana	cachorro	cafetería	botella	
mirada	bebita	lechuza	paloma	amigo	
					/10

Observation(s):

Appendix B

Spanish Mastery Measures (Phonics): Administration Guide

Preparation

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

Administration

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

Scoring & Data Analysis

- General scoring information is contained within this administration guide.
- You'll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question "What do I do with the *Spanish Mastery Measures (Phonics)* data? referenced in the *Spanish Just Right Reader Assessment Guide*.

- *Spanish Phonics Skills Checklist (K-2) (a)*
- *Spanish Phonics Skills Checklist (K-2) (b)*
- *Alphabet Principle: Spanish Letter Recognition & Letter Sound Recognition Checklist (KG)*
- *Phonics Skills: Spanish Decoding/Encoding Checklist (KG)*
- *Phonics Skills: Spanish Decoding/Encoding Checklist (1G)*
- *Phonics Skills: Spanish Decoding/Encoding Checklist (2G)*
- *Self-Monitoring: Spanish My Literacy Journey Tracker (K-2)*

Table 1: Administration Guidance

Grade	Spanish Mastery Measure	Administration Recommendations
Kindergarten through Second Grade	**Alphabetic Principles** (Name the Letters & Say the Sounds)	If a student has not yet mastered (less than 92%) letter names and/or sounds as evidenced by informal, formative data and/or summative data, determine the frequency of Mastery Measure probe administration. For those probes that assess on-grade-level skills, choose once every other week or once per week. For those probes that assess skills that were introduced in previous grade-levels, administer the probe more often--once to twice per week. An alternative: For those students that have not yet mastered the skill, use their performance/scores on other more formal assessments to determine frequency: • Not Yet Mastered (<60%) = 2x per week • Not Yet Mastered (61%-80%) = 1x per week • Not Yet Mastered (81%-91%) = bi-weekly Once the student demonstrates mastery on a probe, do not continue administering the remainder of the probes for that skill. Reminder: Update progress monitoring data using one or more of the following data tools: • Spanish Phonics Skills Checklist (K-2) (a) • Spanish Phonics Skills Checklist (K-2) (b) • Alphabet Principle: Spanish Letter Recognition & Letter Sound Recognition Checklist (KG) • Phonics Skills: Spanish Decoding/Encoding Checklist (KG) • Phonics Skills: Spanish Decoding/Encoding Checklist (1G) • Phonics Skills: Spanish Decoding/Encoding Checklist (2G) • Self-Monitoring: Spanish My Literacy Journey Tracker (K-2)
	Decoding [VC & CVC, Digraphs, Beginning Blends, Ending Blends, Trilled R, Hard C/Soft G, Sílabas Trabadas, Multisyllabic Words]	

Alphabetic Principle: Letter Recognition (Name the Letters)

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

Say: Vas a decir el nombre de estas letras. Primero, nombrarás estas letras. (Run your finger across the first row of letters on the Spanish Diagnostic Assessment: Student Handout (Figure 2), showing the student which letters to read). **Señalarás cada letra mientras dices su nombre. ¿Listo? Empezarás aquí** (point to the first letter in the row) **y continuarás leyendo.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Ahora, dirás el nombre de estas letras. Empezarás aquí** (point to the first letter in the second row) **y continuarás leyendo. Recuerda señalar cada letra mientras dices su nombre.**

Prompting, Scoring & Data Collection Guidance:

- *As the student names the letters, mark those they named correctly in the space below each letter on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student gives the letter sound instead of the letter name, say "¿Cuál es el nombre de esta letra? (Point to the letter.)*
- *If a student provides the same letter sound or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.*
- *If a student is "stuck" and doesn't respond, say "¿Cuál es el nombre de esta letra?" (Point to the letter.) If the student does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*

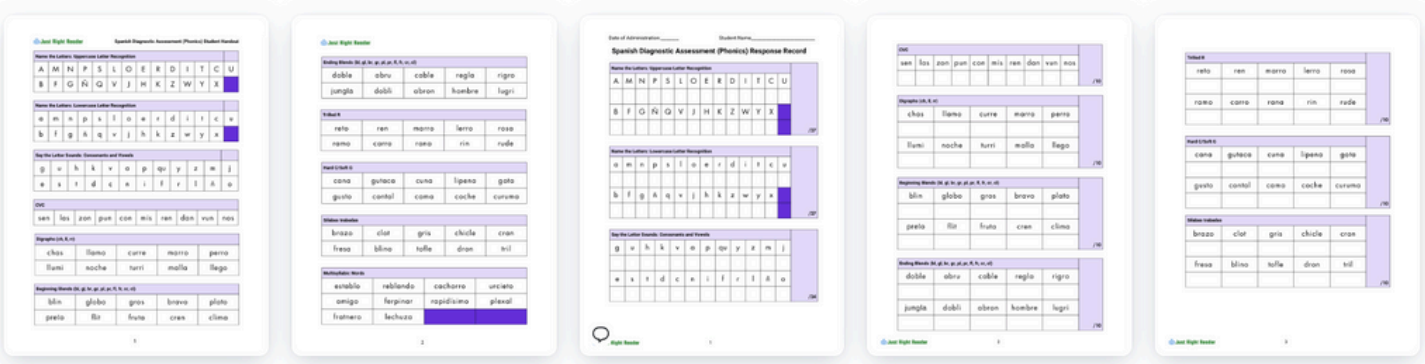
Alphabetic Principle: Letter Sound Recognition (Say the Sounds)

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

Say: Vas a decir el sonido de estas letras. Primero, dirás los sonidos que hacen estas letras. (Run your finger across the first row of letters, showing the student which letters to read on the Spanish Diagnostic Assessment: Student Handout (Figure 2). **Señalarás cada letra mientras dices su sonido. ¿Listo? Empezarás aquí** (point to the first letter in the row) **y continuarás leyendo**. (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Ahora, dirás el sonido de estas letras. Empezarás aquí** (point to the first letter in the second row) **y continuarás leyendo. Recuerda señalar cada letra mientras dices su sonido.**

Prompting, Scoring & Data Collection Guidance:

- *As the student says the sound, mark those they name correctly in the space below each letter on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student gives the letter name instead of the letter sound, say "¿Cuál es el sonido de esta letra?" (Point to the letter.)*
- *If a student provides the same letter name or a different incorrect answer, it is an error. Record the student's incorrect response.*
- *If a student is "stuck" and doesn't respond, say "¿Cuál es el sonido de esta letra?" (Point to the letter.) If the student does not know, leave the space blank below the letter. Instruct the student to look at the next letter(s), giving the opportunity to name all that they know.*
- *If a multilingual student confuses the vowel sounds and provides the answer in English or gives the soft sounds of c and g instead of the hard sounds, say "¿Cuál es el sonido de esta letra en español?" or "¿Cuál es el otro sonido que hace esta letra?"*
- *If a student provides the same or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.*
- *If a student is "stuck" and does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*



Student Handouts (Examples)

Figure 2: Student Response Records (Examples)

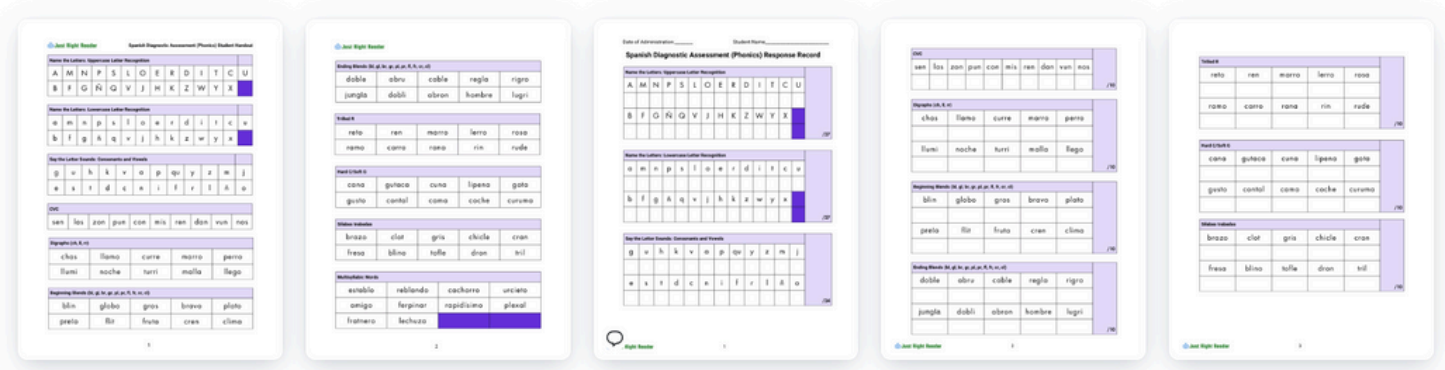
Decoding

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

Say: Vas a leer algunas palabras hoy. Algunas de estas palabras no son reales. Son palabras inventadas o palabras sin sentido. Comenzarás con la primera palabra y leerás de principio a fin. (Point to the first word.)

Prompting, Scoring & Data Collection Guidance:

- *As the student reads each word, mark those they name correctly in the space below each word on the Spanish Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student's incorrect response(s) on the blank(s) below the word(s).*
- *If a student gives an incorrect answer but immediately self-corrects, it is correct.*
- *If a student is "stuck" and doesn't respond, say "¿Qué palabra es esta?" (pointing to the word). If the student does not know, leave the space blank beside the letter, and encourage the student to continue on to the next word, giving an opportunity to read all words in the subsection.*
- *If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 4.*
- *Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.*



Student Handouts (Examples)

Figure 2: Student Response Records (Examples)

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

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

Say the Letter Sounds: Consonants and Vowels											
g	u	h	k	v	a	p	qu	y	z	m	j
e	s	t	d	c	n	i	f	r	l	ñ	o

Just Right Reader

Spanish Mastery Measure (Name the Letters: Uppercase Letter Recognition) Student Response Record

Directions: As the student names the letters, use the blank space to note errors and/or observations, and put the score out of 27 in the space below the corresponding Probe.

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

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

Just Right Reader

Spanish Mastery Measure (Name the Letters: Lowercase Letter Recognition) Student Response Record

Directions: As the student names the letters, use the blank space to note errors and/or observations, and put the score out of 27 in the space below the corresponding Probe.

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

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

Just Right Reader

Spanish Mastery Measure (Say the Letter Sounds: Consonants & Vowels) Student Response Record

Directions: As the student names the letters, use the blank space to note errors and/or observations, and put the score out of 24 in the space below the corresponding Probe.

Say the Letter Sounds: Consonants and Vowels											
g	u	h	k	v	a	p	qu	y	z	m	j
e	s	t	d	c	n	i	f	r	l	ñ	o

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

VC & CVC (Mastery Measure 1)									
av	hed	jib	los	mup	daf	nex	rik	vog	ut

VC & CVC (Mastery Measure 2)									
ak	med	bij	nos	dap	fuf	vex	sik	wog	ug

VC & CVC (Mastery Measure 3)									
af	deb	dif	pos	nud	hax	jej	mik	oz	lun

VC & CVC (Mastery Measure 4)									
ag	gef	fik	sos	ix	sed	zud	bap	mot	puv

VC & CVC (Mastery Measure 5)									
aj	jej	jin	ros	ud	zix	ped	bup	kat	nov

VC & CVC (Mastery Measure 6)									
ak	kem	hix	kos	lup	ap	yix	ged	cug	rof

VC & CVC (Mastery Measure 7)									
ap	nep	kip	mos	hus	wat	od	tix	ded	duj

VC & CVC (Mastery Measure 8)									
az	pes	im	bos	fud	lak	hof	vug	rix	ked

VC & CVC (Mastery Measure 9)									
ev	sav	miz	dos	suf	gup	baj	hed	ot	lix

VC & CVC (Mastery Measure 10)									
ep	vaz	pif	zos	mub	dak	huj	seg	gix	om

Just Right Reader

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

Spanish Mastery Measure (Decoding: VC & CVC) Student Response Record

VC & CVC (Mastery Measure 1)									

VC & CVC (Mastery Measure 2)									

VC & CVC (Mastery Measure 3)									

VC & CVC (Mastery Measure 4)									

VC & CVC (Mastery Measure 5)									

VC & CVC (Mastery Measure 6)									

VC & CVC (Mastery Measure 7)									

VC & CVC (Mastery Measure 8)									

VC & CVC (Mastery Measure 9)									

VC & CVC (Mastery Measure 10)									

VC & CVC (Mastery Measure 1)									

VC & CVC (Mastery Measure 2)									

VC & CVC (Mastery Measure 3)									

VC & CVC (Mastery Measure 4)									

VC & CVC (Mastery Measure 5)									

VC & CVC (Mastery Measure 6)									

VC & CVC (Mastery Measure 7)									

VC & CVC (Mastery Measure 8)									

VC & CVC (Mastery Measure 9)									

VC & CVC (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Digraphs) Student Response Record

Digraphs (Mastery Measure 1)									

Digraphs (Mastery Measure 2)									

Digraphs (Mastery Measure 3)									

Digraphs (Mastery Measure 4)									

Digraphs (Mastery Measure 5)									

Digraphs (Mastery Measure 6)									

Digraphs (Mastery Measure 7)									

Digraphs (Mastery Measure 8)									

Digraphs (Mastery Measure 9)									

Digraphs (Mastery Measure 10)									

Digraphs (Mastery Measure 1)									

Digraphs (Mastery Measure 2)									

Digraphs (Mastery Measure 3)									

Digraphs (Mastery Measure 4)									

Digraphs (Mastery Measure 5)									

Digraphs (Mastery Measure 6)									

Digraphs (Mastery Measure 7)									

Digraphs (Mastery Measure 8)									

Digraphs (Mastery Measure 9)									

Digraphs (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Beginning Blends) Student Response Record

Beginning Blends (Mastery Measure 1)									

Beginning Blends (Mastery Measure 2)									

Beginning Blends (Mastery Measure 3)									

Beginning Blends (Mastery Measure 4)									

Beginning Blends (Mastery Measure 5)									

Beginning Blends (Mastery Measure 6)									

Beginning Blends (Mastery Measure 7)									

Beginning Blends (Mastery Measure 8)									

Beginning Blends (Mastery Measure 9)									

Beginning Blends (Mastery Measure 10)									

Beginning Blends (Mastery Measure 1)									

Beginning Blends (Mastery Measure 2)									

Beginning Blends (Mastery Measure 3)									

Beginning Blends (Mastery Measure 4)									

Beginning Blends (Mastery Measure 5)									

Beginning Blends (Mastery Measure 6)									

Beginning Blends (Mastery Measure 7)									

Beginning Blends (Mastery Measure 8)									

Beginning Blends (Mastery Measure 9)									

Beginning Blends (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Ending Blends) Student Response Record

Ending Blends (Mastery Measure 1)									

Ending Blends (Mastery Measure 2)									

Ending Blends (Mastery Measure 3)									

Ending Blends (Mastery Measure 4)									

Ending Blends (Mastery Measure 5)									

Ending Blends (Mastery Measure 6)									

Ending Blends (Mastery Measure 7)									

Ending Blends (Mastery Measure 8)									

Ending Blends (Mastery Measure 9)									

Ending Blends (Mastery Measure 10)									

Ending Blends (Mastery Measure 1)									

Ending Blends (Mastery Measure 2)									

Ending Blends (Mastery Measure 3)									

Ending Blends (Mastery Measure 4)									

Ending Blends (Mastery Measure 5)									

Ending Blends (Mastery Measure 6)									

Ending Blends (Mastery Measure 7)									

Ending Blends (Mastery Measure 8)									

Ending Blends (Mastery Measure 9)									

Ending Blends (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Trilled R) Student Response Record

Trilled R (Mastery Measure 1)									

Trilled R (Mastery Measure 2)									

Trilled R (Mastery Measure 3)									

Trilled R (Mastery Measure 4)									

Trilled R (Mastery Measure 5)									

Trilled R (Mastery Measure 6)									

Trilled R (Mastery Measure 7)									

Trilled R (Mastery Measure 8)									

Trilled R (Mastery Measure 9)									

Trilled R (Mastery Measure 10)									

Trilled R (Mastery Measure 1)									

Trilled R (Mastery Measure 2)									

Trilled R (Mastery Measure 3)									

Trilled R (Mastery Measure 4)									

Trilled R (Mastery Measure 5)									

Trilled R (Mastery Measure 6)									

Trilled R (Mastery Measure 7)									

Trilled R (Mastery Measure 8)									

Trilled R (Mastery Measure 9)									

Trilled R (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Hard C/Soft G) Student Response Record

Hard C/Soft G (Mastery Measure 1)									

Hard C/Soft G (Mastery Measure 2)									

Hard C/Soft G (Mastery Measure 3)									

Hard C/Soft G (Mastery Measure 4)									

Hard C/Soft G (Mastery Measure 5)									

Hard C/Soft G (Mastery Measure 6)									

Hard C/Soft G (Mastery Measure 7)									

Hard C/Soft G (Mastery Measure 8)									

Hard C/Soft G (Mastery Measure 9)									

Hard C/Soft G (Mastery Measure 10)									

Hard C/Soft G (Mastery Measure 1)									

Hard C/Soft G (Mastery Measure 2)									

Hard C/Soft G (Mastery Measure 3)									

Hard C/Soft G (Mastery Measure 4)									

Hard C/Soft G (Mastery Measure 5)									

Hard C/Soft G (Mastery Measure 6)									

Hard C/Soft G (Mastery Measure 7)									

Hard C/Soft G (Mastery Measure 8)									

Hard C/Soft G (Mastery Measure 9)									

Hard C/Soft G (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Sílabas Trabadas) Student Response Record

Sílabas Trabadas (Mastery Measure 1)									

Sílabas Trabadas (Mastery Measure 2)									

Sílabas Trabadas (Mastery Measure 3)									

Sílabas Trabadas (Mastery Measure 4)									

Sílabas Trabadas (Mastery Measure 5)									

Sílabas Trabadas (Mastery Measure 6)									

Sílabas Trabadas (Mastery Measure 7)									

Sílabas Trabadas (Mastery Measure 8)									

Sílabas Trabadas (Mastery Measure 9)									

Sílabas Trabadas (Mastery Measure 10)									

Sílabas Trabadas (Mastery Measure 1)									

Sílabas Trabadas (Mastery Measure 2)									

Sílabas Trabadas (Mastery Measure 3)									

Sílabas Trabadas (Mastery Measure 4)									

Sílabas Trabadas (Mastery Measure 5)									

Sílabas Trabadas (Mastery Measure 6)									

Sílabas Trabadas (Mastery Measure 7)									

Sílabas Trabadas (Mastery Measure 8)									

Sílabas Trabadas (Mastery Measure 9)									

Sílabas Trabadas (Mastery Measure 10)									

Just Right Reader

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

Spanish Mastery Measure (Decoding: Multisyllabic Words) Student Response Record

Multisyllabic Words (Mastery Measure 1)									

Multisyllabic Words (Mastery Measure 2)									

Multisyllabic Words (Mastery Measure 3)									

Multisyllabic Words (Mastery Measure 4)									

Multisyllabic Words (Mastery Measure 5)									

Multisyllabic Words (Mastery Measure 6)									

Multisyllabic Words (Mastery Measure 7)									

Multisyllabic Words (Mastery Measure 8)									

Multisyllabic Words (Mastery Measure 9)									

Multisyllabic Words (Mastery Measure 10)									

Spanish Mastery Measure (Decoding: Multisyllabic Words) Student Handout

Multisyllabic Words (Mastery Measure 1)									

Multisyllabic Words (Mastery Measure 2)									

Multisyllabic Words (Mastery Measure 3)									

Multisyllabic Words (Mastery Measure 4)									

Multisyllabic Words (Mastery Measure 5)									

Multisyllabic Words (Mastery Measure 6)									

Multisyllabic Words (Mastery Measure 7)									

Multisyllabic Words (Mastery Measure 8)									

Multisyllabic Words (Mastery Measure 9)									

Multisyllabic Words (Mastery Measure 10)									

Summative: Sets 1-2
Letter Recognition

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

First, give each student the Student Response Handout for this set: Spanish Summative Assessment.

Say: Encuentra la imagen del _____. Piensa en el sonido con el que comienza la palabra. Escribe la letra minúscula para ese sonido en el primer espacio al lado de la imagen del _____. (Pause, giving students enough time to complete the first task.) **Ahora, escribe la letra mayúscula para ese mismo sonido al lado de la letra minúscula que escribiste.**

Repeat the directions above for each of the assessment items.

Assessment Items

Part A: Encoding

Letter Recognition

1. oso
2. masa
3. papa
4. ola
5. palo
6. nido
7. taza
8. rosa
9. luz
10. taxi

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 *Spanish Phonics Skills Decoding/Encoding Checklist (KG)* and/or *Spanish Letter & Letter Sound Recognition Checklist (KG)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 *Spanish Just Right Reader Assessment Guide* (*Spanish Mastery Measures Administration Guide*).]

Instrucciones para el estudiante: Encuentra la imagen. Piensa en el sonido con el que comienza la palabra. Escribe la letra minúscula para ese sonido en el primer espacio al lado del número 1. Ahora, escribe la letra mayúscula para ese mismo sonido al lado de la letra minúscula que escribiste.

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____

6. _____ _____

7. _____ _____

8. _____ _____

9. _____ _____

10. _____ _____

Summative: Sets 3-5

Two Syllable Words: a, m, n, p, s, l, o e, r (hard), d, i, t

Introduce Closed Syllables: c (hard), u, b, f, g (soft)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.K.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Two Syllable Words / Closed Syllables

1. sapo
2. pala
3. lona
4. nido
5. come
6. pecas
7. pasa
8. gafas
9. final
10. foco

Part B: Decoding

Real Words	loca	dona	loma	dame	foca
Nonsense Words	cape	fafos	sata	nilos	mela

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Spanish Phonics Decoding/Encoding Checklist (KG),* noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]*

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	loca	dona	loma	dame	foca
Fila 2	cape	fafos	sata	nilos	mela

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

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

Summative: Sets 1-5
Letter Recognition and Two Syllable Words

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.K.2.B:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.B.iv:** Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.
- **SLA.K.2.Ci:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Letter Recognition and Two Syllable Words

1. mano
2. no
3. toda
4. arte
5. gafas
6. foco
7. sofá
8. posa
9. amo
10. dado

Part B: Decoding

Real Words	moda	sola	nido	risa	pide
Nonsense Words	gola	sito	noca	toli	pule

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Spanish Phonics Decoding/Encoding Checklist (KG),* noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]*

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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

Fila 1	moda	sola	nido	risa	pide
Fila 2	gola	sito	noca	toli	pule

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

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

Summative: Sets 6-7
Two Syllable Words (Digraphs)
r (middle), ñ, qu,
c (soft), v, j, g (hard)
h, ch, ll, rr, k, z, w, y, x

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA. K.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA. K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.B.iii:** Demonstrate and apply spelling knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/
- **SLA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Two Syllable Words (Digraphs)

1. gesto
2. gente
3. cenan
4. luces
5. cines
6. paran
7. coro
8. torso
9. llamas
10. sillas

Part B: Decoding

Real Words	calles	higos	horno	hoyos	kaki
Nonsense Words	ilota	mallana	arrote	casira	kili

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Spanish Phonics Decoding/Encoding Checklist (KG),* noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]*

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	calles	higos	horno	hoyos	kaki
Fila 2	ilota	mallana	arrote	casira	kili

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

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

Summative: Set 8
Three Syllable Words

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA. K.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA. K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.B.vi:** Demonstrate and apply spelling knowledge by decoding decoding three- to four-syllable words
- **SLA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Three Syllable Words

1. rápido
2. camino
3. bonita
4. cómico
5. futuro
6. famosa
7. bigote
8. coyote
9. helado
10. vacuna

Part B: Decoding

Real Words	payaso	chícharo	cabeza	fatiga	kimono
Nonsense Words	banato	rusina	tartala	motinos	funtame

Repeat the directions above for each of the assessment items.

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Spanish Phonics Skills Decoding/Encoding Checklist (KG)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 *Spanish Just Right Reader Assessment Guide* (*Spanish Mastery Measures Administration Guide*).]

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

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

Fila 1	payaso	chícharo	cabeza	fatiga	kimono
Fila 2	banato	rusina	tartala	motinos	funtame

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

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

Summative: Sets 9-10
Blends (bl,gl) & (br,gr)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA. K.2.B.i:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA. K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.B.vi:** Demonstrate and apply spelling knowledge by decoding decoding three- to four-syllable words.
- **SLA.K.2.C.i:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Blends (bl,gl) & (br,gr)

1. doble
2. pobre
3. blanca
4. regla
5. jungla
6. broma
7. globo
8. sombrero
9. bloque
10. grita

Part B: Decoding

Real Words	roble	global	grata	cubrir	abraza
Nonsense Words	branto	maglor	blasti	gabra	toglar

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- *Update the Spanish Phonics Skills Decoding/Encoding Checklist (KG), noting any changes in student progress/mastery of skills.*
- *Support students as they update their Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]*

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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

Fila 1	roble	global	grata	cubrir	abraza
Fila 2	branto	maglor	blasti	gabra	toglar

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

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

Summative: Sets 6-10
Two and Three Syllable Words & Blends

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.K.2.B:** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
- **SLA.K.2.B.ii:** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- **SLA.K.2.B.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs.
- **SLA.K.2.B.iv:** Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.
- **SLA.K.2.Ci:** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.
- **SLA.K.2.C.ii:** Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Two and Three Syllable Words & Blends

1. vida
2. verde
3. llamas
4. sellos
5. cabeza
6. bigote
7. nublada
8. roble
9. grupo
10. pobre

Part B: Decoding

Real Words	dique	bonita	leña	coche	regla
Nonsense Words	muso	guito	hera	yasu	zulo

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Spanish Phonics Decoding/Encoding Checklist (KG),* noting any changes in student progress/mastery of skills.
- Support students as they update their *Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]*

Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

2.

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7.

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10.

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

Fila 1	dique	bonita	leña	coche	regla
Fila 2	muso	guito	hera	yasu	zulo

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

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

Summative: Sets 11-13
Review: m, p,s, l, r (hard), d, n, t, c (hard), f, b, g (hard and soft)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 14-15
Review r (middle), ñ, qu, c (soft), v, j & h, k, z, w, y, x

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 16
Digraphs: ch, ll, rr

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Digraphs ch, ll, rr

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 17-18
Silent U: gue, gui & que, qui

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Silent U: gue, gui & que, qui

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 19
Diéresis: güe, güi

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diéresis: güe, güi

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 20
Words with ca, co, cu, ce, ci, que, qui

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 11-20
All Letters, Digraphs, Silent U, Diéresis, Contrasting Sounds

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 21-24
Blends with L

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Blends with L

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 25-28
Blends with R

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Blends with R

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 29
Prefixes des-, in- and Suffixes -mente, -oso/a

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 30
Diphthongs

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diphthongs

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 31
Compound Words
Graphic Accents Contrasts (acento diacrítico)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diphthongs

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Sets 21-31
Blends, Prefixes & Suffixes, Diphthongs, Compound Words, & Graphic Accents Contrasts

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

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

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

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

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

Part B: Decoding

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

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

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

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

Summative: Set 32
Four Syllable Words

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Four Syllable Words

1. vecindario
2. nuevamente
3. preguntarles
4. ejercicio
5. nacionales
6. saludaron
7. solamente
8. felicidad
9. peligrosas
10. pescadores

Part B: Decoding

Real Words	alcánzame	lamentable	gigantescas	embarcación	arrecife
Nonsense Words	sabatista	infamado	bentavol	tucamen	gatinción

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	alcánzame	lamentable	gigantescas	embarcación	arrecife
Fila 2	sabatista	infamado	bentavol	tucamen	gatinción

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

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

Summative: Sets 33-34
Contrasts:
x /ks/ /j/ /s/ g /g/ /j/
gue, gui vs güe, güi, g vs j /j/

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Contrasts

1. genial
2. vegetales
3. galaxia
4. original
5. páginas
6. oxígeno
7. extraño
8. México
9. axolote
10. jardín

Part B: Decoding

Real Words	abejas	cigüeña	vergüenza	región	surgió
Nonsense Words	ginotó	foximeta	ñatil	cajarro	mujete

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the Spanish Phonics Decoding/Encoding Checklist (Second Grade), noting any changes in student progress/mastery of skills.
- Support students as they update their Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	abejas	cigüeña	vergüenza	región	surgió
Fila 2	ginotó	foximeta	ñatil	cajarro	mujete

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

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

Summative: Sets 35-36
Contrasts:
b vs v /b/ c, q, k /k/
y vs ll /y/ c, s, z /s/

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Contrasts

1. vacaciones
2. queremos
3. subir
4. botón
5. encontraba
6. vista
7. quitarse
8. conocido
9. caramba
10. encantó

Part B: Decoding

Real Words	cambió	poquito	chiquitita	quiso	compañeros
Nonsense Words	batonga	quinteris	cícarro	pócil	vantajo

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the Spanish Phonics Decoding/Encoding Checklist (Second Grade), noting any changes in student progress/mastery of skills.
- Support students as they update their Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	cambió	poquito	chiquitita	quiso	compañeros
Fila 2	batonga	quinteris	cícarro	pócil	vantajo

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

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

Summative: Set 37
Diphthongs
ai, au, ei, eu, oi, ou, ui

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diphthongs

1. pausa
2. reuniendo
3. europeos
4. oigan
5. aire
6. coincide
7. neumático
8. aplauso
9. dinosaurios
10. Luis

Part B: Decoding

Real Words	oigo	androide	aula	ruido	paisaje
Nonsense Words	soifada	aleutar	paunto	fraudo	meitante

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	oigo	androide	aula	ruido	paisaje
Fila 2	soifada	aleutar	paunto	fraudo	meitante

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

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

Summative: Set 38
Diphthongs
ia, io, ie, ua, ue, uo

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diphthongs

1. acuario
2. monstruo
3. Juan
4. suave
5. colegio
6. miércoles
7. viernes
8. sueño
9. abuelo
10. vueltas

Part B: Decoding

Real Words	explicación	aparecieron	microscopio	magia	tienen
Nonsense Words	triatos	moipanga	pliete	ambluar	apuoso

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	explicación	aparecieron	microscopio	magia	tienen
Fila 2	triatos	moipanga	pliete	ambluar	apuoso

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

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

Summative: Set 39
Diphthongs & Triphthongs

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diphthongs & Triphthongs

1. muy
2. rey
3. voy
4. guay
5. buey
6. miau
7. doy
8. Paraguay
9. guau
10. estoy

Part B: Decoding

Real Words	ley	Monterrey	jersey	vieiras	Uruguay
Nonsense Words	payna	nareyno	pueyla	biauto	tuayco

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	ley	Monterrey	jersey	vieiras	Uruguay
Fila 2	payna	nareyno	pueyla	biauto	tuayco

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

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

Summative: Set 40
Hiatus

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Hiatus

1. ríen
2. alegría
3. frío
4. días
5. aún
6. caído
7. sandía
8. maíz
9. sonreí
10. distraído

Part B: Decoding

Real Words	creíamos	aúlla	feúchas	increíble	oía
Nonsense Words	baúleno	sío	díema	fíale	súarimo

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	creíamos	aúlla	feúchas	increíble	oía
Fila 2	baúleno	sío	díema	fíale	súarimo

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

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

Summative: Set 41
Simple Hiatus

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Simple Hiatus

1. actúa
2. dúo
3. extenúa
4. evalúan
5. adecúe
6. púa
7. sitúa
8. flúor
9. interactúa
10. actúen

Part B: Decoding

Real Words	continúa	avalúo	perpetúe	grúa	gradúe
Nonsense Words	vartúe	brúalo	trúomo	rúefo	súamo

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	continúa	avalúo	perpetúe	grúa	gradúe
Fila 2	vartúe	brúalo	trúomo	rúefo	súamo

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

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

Summative: Sets 32-41
Multisyllabic Words, Contrasts, Diphthongs, Triphthongs, and Hiatus

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Multisyllabic Words, Contrasts, Diphthongs, Triphthongs, and Hiatus

1. solamente
2. encantaba
3. vegetales
4. detergentes
5. vergüenza
6. siguientes
7. compañeros
8. peluquería
9. cabello
10. desayuno

Part B: Decoding

Real Words	aplauso	abuelo	buey	maíz	continúen
Nonsense Words	púan	jalletín	yagüata	pinxial	enrilador

Scoring Guide

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

Progress Monitoring

After each end-of-unit/set assessment:

- Update the Spanish Phonics Decoding/Encoding Checklist (Second Grade), noting any changes in student progress/mastery of skills.
- Support students as they update their Spanish 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 Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	aplauso	abuelo	buey	maíz	continúen
Fila 2	púan	jalletín	yagüata	pinxial	enrilador

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

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

Summative: Set 42
Words with stress on the last syllable-graphic accent

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Words with stress on the last syllable-graphic accent

1. ratón
2. bebés
3. manatí
4. cinturón
5. oyó
6. además
7. jardín
8. atrás
9. emoción
10. despertó

Part B: Decoding

Real Words	jamás	chimpancé	anfitrión	capitán	gritó
Nonsense Words	tamón	monutotán	camozás	plantajón	redió

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	jamás	chimpancé	anfitrión	capitán	gritó
Fila 2	tamón	monutotán	camozás	plantajón	redió

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

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

Summative: Set 43
Words with Stress on the Penultimate Syllable

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Words with Stress on the Penultimate Syllable

1. césped
2. árbol
3. lápiz
4. útil
5. cómic
6. póster
7. tarde
8. ágil
9. cabeza
10. fácil

Part B: Decoding

Real Words	récords	ventana	hábil	difícil	móvil
Nonsense Words	telupo	mántu	lúder	febalo	róna

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	récords	ventana	hábil	difícil	móvil
Fila 2	telupo	mántu	lúder	febalo	róna

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

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

Summative: Set 44
Words with Stress on the Antepenultimate Syllable

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Words with Stress on the Antepenultimate Syllable

1. música
2. cámara
3. película
4. éxito
5. clásico
6. óptimo
7. último
8. ridícula
9. público
10. espectáculo

Part B: Decoding

Real Words	próximo	teléfono	México	sábados	relámpago
Nonsense Words	tícaro	átivo	bésimo	mántico	sátrilo

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	próximo	teléfono	México	sábados	relámpago
Fila 2	tícaro	átivo	bésimo	mántico	sátrilo

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

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

Just Right Reader

Spanish Just Right Reader Assessment & Progress Monitoring Guide

for Just Right Reader Decodables

JustRightReader.com

Summative: Set 45
Graphic Accents Contrasts

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic 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: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Graphic Accents Contrasts

1. esta
2. limpió
3. clavo
4. votó
5. grito
6. paso
7. caminó
8. quién
9. como
10. pisó

Part B: Decoding

Real Words	camino	clavó	está	limpio	gritó
Nonsense Words	durdó	nupié	sulabe	tralocá	biru

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	camino	clavó	está	limpio	gritó
Fila 2	durdó	nupié	sulabe	tralocá	biru

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

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

Summative: Set 46
Prefixes des-, i-, in-, im-

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Prefixes des-, i-, in-, im-

1. desplegar
2. irreal
3. descansando
4. inolvidable
5. imberbe
6. desilusionar
7. inagotable
8. impar
9. desocupado
10. imparcial

Part B: Decoding

Real Words	impaciencia	incorrecto	desorden	inactivo	desconectar
Nonsense Words	desverar	imlaro	infebro	desupa	intreco

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	impaciencia	incorrecto	desorden	inactivo	desconectar
Fila 2	desverar	imlaro	infebro	desupa	intreco

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

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

Summative: Sets 47-48
Diminutive Suffixes -ito/a, -cito/a, -illo/a & Augmentative Suffixes -ote/a, -azo/a, -ón/ona

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Diminutive Suffixes -ito/a, -cito/a, -illo/a & Augmentative Suffixes -ote/a, -azo/a, -ón/ona

1. frutita
2. exitazo
3. pastelillo
4. gritote
5. bonachona
6. chiquita
7. papelón
8. abuelita
9. palabrota
10. amigote

Part B: Decoding

Real Words	pobrecito	musiquilla	abrazote	apretón	pancita
Nonsense Words	nulecita	belartillo	folaza	tabrote	samona

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	pobrecito	musiquilla	abrazote	apretón	pancita
Fila 2	nulecita	belartillo	folaza	tabrote	samona

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

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

Summative: Sets 49-50
Suffixes: -mente, -oso/a -ido/a -ado/a, -ción/sión

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Suffixes: -mente, -oso/a -ido/a -ado/a, -ción/sión

1. rápidamente
2. adorados
3. peligroso
4. educación
5. poderosa
6. goloso
7. justamente
8. decidido
9. nervioso
10. actuación

Part B: Decoding

Real Words	finalmente	victorioso	interesado	perdido	ruidoso
Nonsense Words	estoso	lerido	fobamente	sasado	peleción

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	finalmente	victorioso	interesado	perdido	ruidoso
Fila 2	estoso	lerido	fobamente	sasado	peleción

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

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

Summative: Sets 42-50
Stress Graphic Accent, Prefixes, and Suffixes

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.A.vi:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
- **SLA.2.2.B.iv:** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

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

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

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

Repeat the directions above for each of the assessment items.

Part B

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

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

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

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

Assessment Items

Part A: Encoding

Stress Graphic Accent, Prefixes, and Suffixes

1. salmón
2. fuerte
3. equipo
4. sábado
5. matemática
6. caminó
7. impaciencia
8. desesperadamente
9. rápidamente
10. apretón

Part B: Decoding

Real Words	abrazote	victorioso	velozmente	hormiguita	admiración
Nonsense Words	murcieto	braquesín	tanguísimo	deromente	improsante

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

Fila 1	abrazote	victorioso	velozmente	hormiguita	admiración
Fila 2	murcieto	braquesín	tanguísimo	deromente	improsante

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

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