

# Summative: Sets 1-2

## Letter Recognition

### Directions for Administration

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#### Purpose of Assessment:

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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:

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- **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

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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

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### 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

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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

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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. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_



2. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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\_\_\_\_\_



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

8. \_\_\_\_\_  
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\_\_\_\_\_



4. \_\_\_\_\_  
-----  
\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_



5. \_\_\_\_\_  
-----  
\_\_\_\_\_

10. \_\_\_\_\_  
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\_\_\_\_\_



## 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

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### Purpose of Assessment:

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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:

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- **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

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### Part A

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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

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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

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### 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

<b>Real Words</b>	loca	dona	loma	dame	foca
<b>Nonsense Words</b>	cape	fafos	sata	nilos	mela

## Scoring Guide

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

## Progress Monitoring

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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 mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

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6.

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2.

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7.

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3.

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10.

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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.

<b>Fila 1</b>	loca	dona	loma	dame	foca
<b>Fila 2</b>	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

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#### Purpose of Assessment:

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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:

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- **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

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#### Part A

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

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

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

Repeat the directions above for each of the assessment items.

## Part B

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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

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### 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

<b>Real Words</b>	moda	sola	nido	risa	pide
<b>Nonsense Words</b>	gola	sito	noca	toli	pule

## Scoring Guide

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

## Progress Monitoring

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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).]*

**Instrucciones para el estudiante:** Tu maestro(a) te dirá una palabra para que la delectees en los espacios de abajo. Tu maestro(a) repetirá la palabra.

Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

1. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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\_\_\_\_\_

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

8. \_\_\_\_\_  
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\_\_\_\_\_

4. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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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.

<b>Fila 1</b>	moda	sola	nido	risa	pide
<b>Fila 2</b>	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

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#### Purpose of Assessment:

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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:

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- **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

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### Part A

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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

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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

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### 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

<b>Real Words</b>	calles	higos	horno	hoyos	kaki
<b>Nonsense Words</b>	ilota	mallana	arrote	casira	kili

### Scoring Guide

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

### Progress Monitoring

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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 mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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\_\_\_\_\_

3. \_\_\_\_\_  
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8. \_\_\_\_\_  
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4. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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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.

<b>Fila 1</b>	calles	higos	horno	hoyos	kaki
<b>Fila 2</b>	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

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#### Purpose of Assessment:

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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:

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- **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 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

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#### Part A

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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

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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

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#### 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

<b>Real Words</b>	payaso	chícharo	cabeza	fatiga	kimono
<b>Nonsense Words</b>	banato	rusina	tartala	motinos	funtame

Repeat the directions above for each of the assessment items.

## Scoring Guide

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

## Progress Monitoring

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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 mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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3. \_\_\_\_\_  
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8. \_\_\_\_\_  
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4. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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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.

<b>Fila 1</b>	payaso	chícharo	cabeza	fatiga	kimono
<b>Fila 2</b>	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

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#### Purpose of Assessment:

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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:

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- **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 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

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#### Part A

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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

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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

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### 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

<b>Real Words</b>	roble	global	grata	cubrir	abraza
<b>Nonsense Words</b>	branto	maglor	blasti	gabra	toglar

## Scoring Guide

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

## Progress Monitoring

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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 mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

1.

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6.

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2.

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7.

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3.

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5.

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10.

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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.

<b>Fila 1</b>	roble	global	grata	cubrir	abraza
<b>Fila 2</b>	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

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#### Purpose of Assessment:

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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:

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- **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

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#### Part A

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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

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### 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

<b>Real Words</b>	dique	bonita	leña	coche	regla
<b>Nonsense Words</b>	muso	guito	hera	yasu	zulo

## Scoring Guide

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

## Progress Monitoring

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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)*.]*

**Instrucciones para el estudiante:** Tu maestro(a) te dirá una palabra para que la delectees en los espacios de abajo. Tu maestro(a) repetirá la palabra.

Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

1. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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\_\_\_\_\_

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

8. \_\_\_\_\_  
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\_\_\_\_\_

4. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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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.

<b>Fila 1</b>	dique	bonita	leña	coche	regla
<b>Fila 2</b>	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