

Diagnostic Assessment (Phonics): Administration Guide

Preparation

- **Spanish Diagnostic Assessment (Phonics): Administration Guide**
Read this administration guide prior to administering the assessment.
- **Spanish Diagnostic Assessment: 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: Response Record for each student to record individual student data.
- **Spanish Diagnostic Assessment: Student Handout (one laminated copy)**
Prior to administration, laminate a copy of the Spanish Diagnostic Assessment: Student Handout. You will use this handout with each student.
- **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: 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 that 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.
- You'll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question "What do I do with the Diagnostic data?" referenced in the Just Right Reader Assessment & Progress Monitoring Guide.
 - [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

Grade	Starting Point	Additional Administration Recommendations	
Kindergarten	Alphabetic Principles: Name the Letters & Say the Sounds	<p>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.</p> <p>If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.</p>	If a student scores below 50% on a Decoding subsection, stop the assessment.
First Grade	Decoding: Beginning Blends	If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.	If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection.
Second Grade	Decoding: Hard C/Soft G		Once a student scores 50% or better on a previous, less-complex subsection, stop the assessment.

Alphabetic Principle: Letter Recognition

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

Say: Vas a decir el nombre de estas letras. Primero, nombrarás estas letras. (Run your finger across the first row of letters on the *Diagnostic Assessment: Student Handout*, showing the student which letters to read.) **Señalarás cada letra mientras dices su nombre. ¿Listo(a)? 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, place a check (or other mark) beside those they named correctly in the space beside each letter on the *Spanish Diagnostic Assessment: Response Record*. Record the student's incorrect response on the blank beside the letter.
- 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?" (pointing to the letter).
- If a student provides the same answer 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?" (pointing to the letter). If the student does not know, leave the space blank beside the letter. Instruct the student to look at all the letters and to tell you any they may know.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the *Observation* section.
- 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

(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*.) **Señalarás cada letra mientras dices su sonido. ¿Listo(a)? 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, place a check (or other mark) beside those they knew the correct sounds for in the space beside each letter on the Spanish Diagnostic Assessment: Response Record. Record the student’s incorrect response on the blank beside the letter.
- 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?” (pointing to the letter).
 - If a student provides the same answer 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?” (pointing to the letter). If the student does not know, leave the space blank beside the letter. Instruct the student to look at all the letters and to tell you any sounds they may 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 answer 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 beside the letter.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) section.
- Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student’s performance on this section of the assessment.

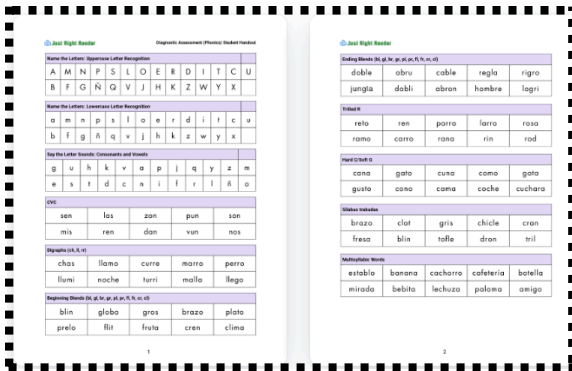


Figure 1:
Diagnostic Assessment (Phonics)
Response Record



Figure 2:
Diagnostic Assessment (Phonics)
Student Handout

Decoding

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

Say: 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, place a check (or other mark) beside those they read correctly in the space beside each word. Pay attention to the vowel sounds in the Decodable Sections: CVC, Digraphs, Beginning Blends, and Ending Blends. Record the student's incorrect response(s) on the blank(s) beside the letter.
- If a student gives the wrong 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.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) section.
- Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.

Figure 1:
Diagnostic Assessment (Phonics)
Response Record

Figure 2:
Diagnostic Assessment (Phonics)
Student Handout

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	j	q	y	z	m
e	s	t	d	c	n	i	f	r	l	ñ	o

CVC				
sen	las	zon	pun	son
mis	ren	dan	vun	nos

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

Beginning Blends (bl, gl, br, gr, pl, pr, fl, fr, cr, cl)				
blin	globo	gros	brazo	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	logri

Trilled R

reto	ren	parro	larro	rosa
ramo	carro	rana	rin	rod

Hard C/Soft G

cana	gato	cuna	como	gota
gusto	cono	cama	coche	cuchara

Sílabas trabadas

brazo	clot	gris	chicle	cran
fresa	blin	tofle	dron	tril

Multisyllabic Words

establo	banana	cachorro	cafetería	botella
mirada	bebida	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	/27
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	/27
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	j	q	y	z	m	/24
e	s	t	d	c	n	i	f	r	l	ñ	o	

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

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

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

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

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

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

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

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

Observation(s):
