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	
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Grade	Starting Point	Additional Ad Recomme	
Kindergarten	Alphabetic Principles: Name the Letters & Say the Sounds	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.	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	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	the next, more complex Decoding subsection.	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.

Just Right Roods		Chagnostic Ass	mament (Phonics) Student Har	4	💩 Just Right Read	ler						
Name the Letters: Up	ercase Letter Recogn	tion			Ending Blands (b), gl	l, br, gr, pi, pr, fi, fi	t, at, d)					
A M N	P S L	DER	DITC		doble	abru	cable	regla	rigro	Data of Administration Student Norm Diagnostic Assessment (Phonics) Response Record	Density (d. L. e)	
B F G	ñ Q V	ј н к	Z W Y X		jungla	dobli	abron	hombre	logri	New Palater, Donas Later Recently	ches Iono cora naro paro	medificante como prio como golo
Name the Letters: Los	ertase Latter Recog	tion			Trilled R					A M N F S I O E R D I T C U	Tani suda keri nala laga	gaine core cares cable carbare
o m n	p s l		d i t c		reto	ren	porro	larro	1050	8 F 0 Ĥ 0 Y J H K Z W Y X	01)	
		j h k			ramo	carro	rana	rin	rod		Deginating Dianda (bl. gl. br. gr. gl. pr. f. b, cr. d)	Shahan teabadan
Say the Lotter Sounds	Concepts and Viv									Name the Cathers: Lawercese Cather Recognition	bis glube gus beam plats	brain dial gris chicle cross
g v h			q y z r		Hard Critett 0			-			palo fit bats case class	has bin left don 14
e s !	d c		r 1 8 4	-	cana	gato	cuna	como	Boşa	h f g k q x J k k x w y x	10	
	0 0				gusto	cono	cama	coche	cuchara		Ending Hillinds (H. gt. br. gt. pt. ft. ft. or, el) debite obre cabite reads rigen	Abdieglaite Roreis actuals became conducto calaireis betalle
EVE					Silahas trakadas					Eag the Letter Encode: Concentrit and Versels	doble obre cable regis rigro	ninda kakin kahan salam anim
sen	las		pun son	-	brazo	clot	gris	chicle	cran		jungta dubli abras bankra lagni	mitada kakita kohuen polomo amigo
mis	ren	dan	vun nos		fresa	blin	tofle	dron	tril		110	(isoration(s)
Digraphs (ch, il, rr)								-			Trillad R	
chas	llamo	curre m	arro perro		Multisefiable Words					EVE see is por put see		
llumi	noche	turri n	nalla llego		establo	banana	cachorro			mb 146 day 146 mm	rano caro non ris rad	
Designing Diends (b).	d be ee al as ii is a	- ch			mirada	bebita	lechuza	paloma	amigo			
blin			razo plato									
			ren clima	-						🕼 Just Hight Reeder	🔿 Just Right Reader 1	Cast Right Render 2

Figure 1: Diagnostic Assessment (Phonics) Response Record Figure 2: Diagnostic Assessment (Phonics) Student Handout

Name the Letters: Uppercase Letter Recognition													
A	Μ	Ν	Р	S	L	0	E	R	D		Т	С	U
В	F	G	Ñ	Q	V	J	Н	К	Ζ	W	Y	Х	

Name the Letters: Lowercase Letter Recognition													
a	m	n	р	S	I	0	е	r	d	i	t	с	U
b	f	g	ñ	q	v	j	h	k	z	W	у	х	

Say the Letter Sounds: Consonants and Vowels											
g	U	h	k	v	a	р	j	q	У	z	m
е	S	t	Ъ	С	n	i	f	r		ñ	ο

cvc										
sen	las	zon	pun	son						
mis	ren	dan	vun	nos						

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

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

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

Hard C/Soft G	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	bebita	lechuza	paloma	amigo				

Spanish Diagnostic Assessment (Phonics) Response Record

Name	Name the Letters: Uppercase Letter Recognition													
А	Μ	Ν	Ρ	S	L	0	E	R	D	I	Т	С	U	
														÷
В	F	G	Ñ	Q	V	J	Н	к	Z	w	Y	Х		
														/27

Name	Name the Letters: Lowercase Letter Recognition													
a	m	n	р	s	Ι	ο	е	r	d	i	t	с	U	
b	f	g	ñ	q	v	j	h	k	z	w	у	x		ŭ
														/27

Say th	Say the Letter Sounds: Consonants and Vowels											
g	υ	h	k	v	a	р	j	q	у	z	m	
е	s	t	d	с	n	i	f	r	I	ñ	o	
												/24

CVC					
sen	las	zon	pun	son	
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	brazo	plato					
prelo	flit	fruta	cren	clima					
					/10				

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