

Summative: Set 11

Digraphs (sh, ck)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

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

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one.** You'll write your first word in the space beside the number one.
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

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

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

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

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraphs sh, ck

1. back
2. shop
3. gush
4. shin
5. neck

High Frequency Words

1. say
2. what
3. went
4. your
5. goes

Part B: Decoding

Real Words	wish	luck	shut	puck	bash
Nonsense Words	mick	shad	guck	tash	jeck

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: Decoding/Encoding Checklist (First 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 *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Sample

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	wish	luck	shut	puck	bash
Row 2	mick	shad	guck	tash	jeck

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 12

Digraphs (th)

Directions for Administration

Purpose of Assessment:

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

Standards/Skills Assessed:

- **ELA.1.2.B.ii:** Decode words with initial and final digraphs.
- **ELA.1.2.B.iii:** Decode words with closed syllables and open syllables.
- **ELA.1.2.C.i:** Demonstrate and apply spelling knowledge by spelling words with closed syllables and open syllables.
- **ELA.1.2.C.ii:** Demonstrate and apply spelling knowledge by correctly spelling words with digraphs.
- **ELA.1.2.C.iii:** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.
- **ELA.1.2.C.iv:** Demonstrate and apply spelling knowledge by correctly spelling high frequency words.

Teacher Directions

Part A

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

Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "_____."** (Repeat the word.) "_____." (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

Part B

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

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

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

Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.

Assessment Items

Part A: Encoding

Digraph th

1. moth
2. than
3. thud
4. this
5. bath

High Frequency Words

1. play
2. come
3. looking
4. at
5. by

Part B: Decoding

Real Words	path	thaw	with	then	thin
Nonsense Words	thid	dath	tham	sith	thup

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: Decoding/Encoding Checklist (First 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 *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Sample

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

Row 1	path	thaw	with	then	thin
Row 2	thid	dath	tham	sith	thup

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