

## 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

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##### 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:

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- **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

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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

**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

<b>Real Words</b>	singular	hábil	lúcuma	cantarte	miraban
<b>Nonsense Words</b>	maspada	bastil	gántico	pusteda	basango

## 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 (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.

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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>	singular	hábil	lúcuma	cantarte	miraban
<b>Fila 2</b>	maspada	bastil	gántico	pustedada	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