

# SPELD NSW

## Early Stage One Re-Assessment – Mid Term 3

This is a reading and spelling assessment for use in the middle of Term 3 to re-assess those students who did not reach the benchmark goals at the end of Term 2 assessment. These students should have had some additional instruction and practice in their areas of difficulty.

It assesses the knowledge in Sets 1 to 5 of the SPELD NSW Phonics and Morphology Scope and Sequence (this includes all of the single letter graphemes from the basic code and ck and qu).

The assessments measures GPC reading and writing, both accuracy and automaticity of word reading, as well as spelling to assess the developing phonics skills of your students and to allow you to respond to the needs of the individual students through the provision of instruction and additional opportunities for phonics practice activities.

The reading part of the assessment is administered to students individually, ideally in a quiet area where others cannot hear them. The spelling part of the assessment can be administered to a group.

At this point in the Scope and Sequence the goal for students is to have good accuracy of GPC and word reading and spelling for the knowledge in Sets 1 to 5 and automaticity of word reading for the knowledge in Sets 1 to 2.

Teacher Name \_\_\_\_\_

Student Name \_\_\_\_\_

Assessment Date \_\_\_\_\_

## Assessment

### GPC Reading Scoring Sheet

1. Place the Sounds stimulus sheet in front of the student.
2. Point to "Sounds" and say *Here are some sounds. Read the sound to me one by one, starting with this one* (point to first sound).
3. If the sound is read correctly, write "1" below. If the student self-corrects within 3 seconds, write SC and write "1" below.
4. If the sound is not read correctly, write the sound they say instead, or "NR" if no response.
5. If students give the letter name or the long sound of the vowel, prompt them for the sound.
6. Collate the student's scores on the Student Summary sheet.

#### Sets 3-5

k	b	h	l	v
e	u	ck	x	y
qu	z	j	w	

## Non-Word Reading Scoring Sheet

1. Place the Non-Word stimulus sheet in front of the student.
2. Point to "Non-Words" and say *Here are some made up words. Even though they're made up, you can still read them. Read them to me one by one, starting with this one* (point to first word). *There is no need to race, just take your time and do your best to read the words accurately.*
3. Scoring:  
 In this assessment you are tracking whether a student is accurate when reading words as well as whether they are automatic when reading words. These two measures provide insights into the student's developing reading skills.
  - If the student reads a word accurately and automatically (ie, without sounding out) circle BOTH Acc (accuracy) AND Auto (automaticity). When scoring count this word as 1 point for word reading accuracy AND ALSO 1 point for word reading automaticity.
  - If the student sounds out a word and says the word accurately (ie, sounds out /f/ /i/ /p/ and then says fip) circle Acc. When scoring count this word as 1 point for word reading accuracy and 0 points for word reading automaticity.
  - If a word is not read correctly (including if the student sounds out the word but then does not say the word correctly ie, sounds out /f/ /i/ /p/ and then says flip), write what the student said, or "NR" if no response and do not circle Acc or Auto.  
 This is worth 0 points when scoring.
4. If the student self-corrects within 3 seconds, the word can still be marked as correct, also note "SC".
5. Collate the student's scores on the Student Summary sheet.

### Sets 1-2

sim		cag		fap		nad	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

tig		rop	
Acc	Auto	Acc	Auto

**Set 3-5**

kib		jub		huck		leck	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

vams		wen		yets		yax	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

quon	
Acc	Auto

## Tricky Word Reading Scoring Sheet

1. Place the Tricky Word stimulus sheet in front of the student.
2. Point to "Tricky Words" and say *Here are some words we have learned. Read them to me one by one, starting with this one* (point to first word). *There is no need to race, just take your time and do your best to read the words accurately.*
3. Scoring:  
 In this assessment you are tracking whether a student is accurate when reading words as well as whether they are automatic when reading words. These two measures provide insights into the student's developing reading skills.
  - If the student reads a word accurately and automatically (ie, without sounding out) circle BOTH Acc (accuracy) AND Auto (automaticity). When scoring count this word as 1 point for word reading accuracy AND ALSO 1 point for word reading automaticity.
  - If the student sounds out a word and says the word accurately (ie, sounds out /f/ /i/ /p/ and then says fip) circle Acc. When scoring count this word as 1 point for word reading accuracy and 0 points for word reading automaticity.
  - If a word is not read correctly (including if the student sounds out the word but then does not say the word correctly ie, sounds out /f/ /i/ /p/ and then says flip), write what the student said, or "NR" if no response and do not circle Acc or Auto. This is worth 0 points when scoring.
4. If the student self-corrects within 3 seconds, the word can still be marked as correct, also note "SC".
5. Collate the student's scores on the Student Summary sheet.

### Sets 3-5

his		to		we		for	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

see		he		she		of	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

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be		was		do		me	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

her		are		too		let's	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

fell		will	
Acc	Auto	Acc	Auto

## Spelling Scoring Sheet

Please note that the spelling assessment tasks can be completed over 2-3 sessions.

### GPC Writing

1. Provide the students with the GPC Writing Response Sheet
2. Say "I am going to ask you to write some sounds we have learned. Try to do your best to write each one, even if you are not sure"
3. Read out items as follows: "/s/, /s/, Write /s/". Repeating the sounds reduces the likelihood of errors due to students mis-hearing the sound.

- k
- b
- h
- l
- v
- e
- u
- x
- y
- qu
- z
- j
- w

### Low Frequency Word Spelling

4. Provide the students with the Low Frequency Word Spelling Response Sheet
5. Say "I am going to ask you to write some words. They are real words. Try to do your best to spell each one, even if you are not sure"
6. Read out items as follows: "Gem, Gem, Write Gem". Repeating the words reduces the likelihood of errors due to students mis-hearing the word.

- kits
- bag
- hum
- log
- vex
- pick
- kits
- yet
- quit
- zip
- jet
- wag

**Tricky Word Spelling**

7. Provide the students with the Tricky Word Spelling Response Sheet
8. Say “Now, I am going to ask you to write some words. They are words we have learned. Try to do your best to spell each one, even if you are not sure”
9. Read out items as follows: “Gem, Gem, Write Gem”. Repeating the words reduces the likelihood of errors due to students mis-hearing the word.

- his
- of
- for
- see
- was
- do
- she
- her
- are
- be

10. Collect the Spelling Response Sheets, mark the responses and record students' scores on the Student Summary Sheets.
11. For GPCs and Spelling correct responses receive a score of 1. Incorrect responses receive a score of 0.



## Student Summary

GPCs	Phonics Reading and Spelling	Tricky Word Reading and Spelling
GPCs – Reading – Sets 3-5	Non-Word Reading – Accuracy – Sets 1-2	Tricky Word Reading – Accuracy – Sets 3-5
/14	/6	/18
GPCs – Writing – Sets 3-5	Non-Word Reading – Automaticity – Sets 1-2	Tricky Word Reading – Automaticity – Sets 3-5
/13	/6	/18
	Non-Word Reading – Accuracy – Sets 3-5	Tricky Word Spelling – Sets 3-5
	/9	/10
	Non-Word Reading – Automaticity – Sets 3-5	
	/9	
	Low Frequency Word Spelling – Sets 3-5	
	/12	

## Notes

Record any observations about GPCs that the student did not know and any difficulties that the student had with blending words for reading. Students should be given opportunities for additional instruction and practise focusing on these areas of difficulty.

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## Stimulus Sheet

### Sounds

k	b	h	l	v
e	u	ck	x	y
qu	z	j	w	

### Non-Words

sim	cag	fap	nad
-----	-----	-----	-----

tig	rop
-----	-----

kib	jub	huck	leck
-----	-----	------	------

vams	wen	yets	yax
------	-----	------	-----

quon
------

**Tricky Words**

his	to	we	for
-----	----	----	-----

see	he	she	of
-----	----	-----	----

be	was	do	me
----	-----	----	----

her	are	too	let's
-----	-----	-----	-------

fell	will
------	------

## **Decodable Text**

The fat cat and the rat sat on the mat.

The rat got off the mat and ran. The cat  
did not. The cat is sad as the rat ran off.

**GPC Writing Response Sheet**

Name \_\_\_\_\_

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

**Low Frequency Word Spelling Response Sheet**

Name \_\_\_\_\_

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

**Tricky Word Spelling Response Sheet**

Name \_\_\_\_\_

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.