SPELD NSW

Early Stage One Assessment – Term 2

This is a reading and spelling assessment for use at the end of Term 2 in Early Stage One. 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, decodable text reading, as well as spelling and sentence dictation 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 whole class together.

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 <u>accurately and automatically</u> (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 <u>accurately</u> (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

sig		tam		cag		fot	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

dop		rog	
Acc	Auto	Acc	Auto

Set 3-5

kig		veb		hud		lups	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

yex		juck		zems		quem	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

wob	
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 <u>accurately and automatically</u> (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 <u>accurately</u> (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

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

Decodable Text Scoring Sheet

1. Point to the first word in the story and say *Here is a story. Please read the story, making sure you read each word. After you finish reading, I will ask you some questions about the story.*
2. If the word is read correctly OR if the word is sounded out (decoded), blended and correctly read, score "1". If the student self-corrects, write SC and score "1".
3. If the word is not read correctly, write what the student says, if the teacher gives the word, mark the word TT or if the word is omitted mark a dash (-) above the omitted word. These words have a 0 score.
4. Ask the comprehension questions.

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.

Comprehension Questions

	Student Response
1- Which animals sat on the mat? (the cat and the rat)	
2- The cat is sad because…? (the rat ran off)	

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.

- kid
- bib
- hut
- lid
- vim
- yes
- deck
- legs
- tax
- quiz
- jog
- wig

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

Sentence Dictation

10. Provide the students with the Sentence Dictation Response Sheet
11. Say "Now, I am going to ask you to write a sentence. Try to do your best to write the sentence, even if you are not sure"
12. Read the sentence in full three times.

Sam is a fit dog.

13. Collect the Spelling Response Sheets, mark the responses and record students' scores on the Student Summary Sheets.
14. For GPCs and Spelling correct responses receive a score of 1. Incorrect responses receive a score of 0. For the Sentence Dictation, score one point for each word spelled correctly.

Student Summary

GPCs	Phonics Reading and Spelling	Tricky Word Reading and Spelling	Text Reading and Writing
GPCs – Reading – Sets 3-5	Non-Word Reading – Accuracy – Sets 1-2	Tricky Word Reading – Accuracy – Sets 3-5	Decodable Text Reading – Sets 1-2
/14	/6	/18	/31
GPCs – Writing – Sets 3-5	Non-Word Reading – Automaticity – Sets 1-2	Tricky Word Reading – Automaticity – Sets 3-5	Comprehension Questions
/13	/6	/18	/2
	Non-Word Reading – Accuracy – Sets 3-5	Tricky Word Spelling – Sets 3-5	Sentence Dictation – Sets 1-2
	/9	/10	/5
	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.

_____

_____

_____

_____

Stimulus Sheet

Sounds

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

Non-Words

sig	tam	cag	fot

dop	rog

kig	veb	hud	lups

yex	juck	zems	quem

wob

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.

Decodable Text

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.

Sentence Dictation Response Sheet

Name _____

_____

_____

_____

_____

_____

_____