

# SPELD NSW

## Early Stage One Assessment – Term 3

This is a reading and spelling assessment for use at the end of Term 3 in Early Stage One. It assesses the knowledge in Sets 3 to 11 of the SPELD NSW Phonics and Morphology Scope and Sequence (this addresses all of the Basic Phonics Code).

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 3 to 11 and automaticity of word reading for the knowledge in Sets 3 to 5.

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 6-11

ff	ll	ss	zz	sh
ch	tch	th	ng	wh

## 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 3-5

kem		hebs		lub		vux	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

wuck		jops		yoz		quib	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

Set 6-11

chiff		shull		thoss		shozz	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

tisk		simdap		peffed		natches	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

reng		whid		nessing	
Acc	Auto	Acc	Auto	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 6-11

why		into		said		go	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

you		who		some		again	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

put		come		by		were	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

want		they		what		your	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

all		where		please		there	
Acc	Auto	Acc	Auto	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.

Jack had a cup, but the cup fell on the mat. He cut his leg as he sat on the mat to pick up the bits. Mum was quick to get the rag to mop up Jack and the mat. Dad got Jack to bed for his nap.

The cat ran and hid as the cup fell. The cat has cut her leg too. Mum and Dad got the cat to the vet. The vet will fix the cut and get the cat back to Jack.

### Comprehension Questions

	Student Response
1- How did Jack cut his leg? (from the broken cup, on the rug)	
2- Why did mum and dad take the cat to the vet? (it cut its leg on the glass too))	

## 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.

- sh
- ch
- th
- ng
- wh

### 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.

- puff
- sell
- hiss
- tizz
- desk
- cobweb
- backed
- dishes
- chip
- thud
- lung
- limping



**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.

- said
- you
- go
- some
- put
- please
- they
- what
- all
- want

**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.

**Jim fell in the pit.**

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

<b>GPCs</b>	<b>Phonics Reading and Spelling</b>	<b>Tricky Word Reading and Spelling</b>	<b>Text Reading and Writing</b>
GPCs – Reading – Sets 6-11	Non-Word Reading – Accuracy – Sets 3-5	Tricky Word Reading – Accuracy – Sets 6-11	Decodable Text Reading – Sets 3-5
/10	/8	/20	/86
GPCs – Writing – Sets 6-11	Non-Word Reading – Automaticity – Sets 3-5	Tricky Word Reading – Automaticity – Sets 6-11	Comprehension Questions
/5	/8	/20	/2
	Non-Word Reading – Accuracy – Sets 6-11	Tricky Word Spelling – Sets 6-11	Sentence Dictation – Sets 3-5
	/11	/10	/5
	Non-Word Reading – Automaticity – Sets 6-11		
	/11		
	Low Frequency Word Spelling – Sets 6-11		
	/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

ff	ll	ss	zz	sh
ch	tch	th	ng	wh

### Non-Words

kem	hebs	lub	vux
-----	------	-----	-----

wuck	jops	yoz	quib
------	------	-----	------

chiff	shull	thoss	shozz
-------	-------	-------	-------

tisk	simdap	peffed	natches
------	--------	--------	---------

reng	whid	nessing
------	------	---------

**Tricky Words**

why	into	said	go
-----	------	------	----

you	who	some	again
-----	-----	------	-------

put	come	by	were
-----	------	----	------

want	they	what	your
------	------	------	------

all	where	please	there
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## **Decodable Text**

Jack had a cup, but the cup fell on the mat. He cut his leg as he sat on the mat to pick up the bits. Mum was quick to get the rag to mop up Jack and the mat.

Dad got Jack to bed for his nap.

The cat ran and hid as the cup fell. The cat has cut her leg too. Mum and Dad got the cat to the vet. The vet will fix the cut and get the cat back to Jack.

**GPC Writing Response Sheet**

Name \_\_\_\_\_

1.
2.
3.
4.
5.

**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 \_\_\_\_\_

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