SPELD NSW

Early Stage One Assessment – Term 4

This is a reading and spelling assessment for use at the end of Term 4 in Early Stage One. It assesses the knowledge in Sets 6 to 16 of the SPELD NSW Phonics and Morphology Scope and Sequence.

The assessments measures GPC reading, 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 6 to 16 and automaticity of word reading for the knowledge in Sets 6 to 11.

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 12-16

ai	igh	ay	ee	oa

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 6-11

rell		noss		chuzz		plun	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

gubcax		nished		yoxes		mutches	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

thung		whaff		bezzing	
Acc	Auto	Acc	Auto	Acc	Auto

Set 12-16

tanple		waim		smeep		glight	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

skay		spetchy		yafe		yoat	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

tive	
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 12-16

how		out		now		eight	
Acc	Auto	Acc	Auto	Acc	Auto	Acc	Auto

bean		pie		pea		lie	
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.

It was a cold day, but I wanted to go on a picnic. I put on my top with the big red buttons and a hat. As I was packing my lunch, Tim rang the bell. 'Can I come with you for a picnic?' he said.

'Yes! That will be fun! We can play on the swings!' I told him.

Then Sam ran up to us. He was puffing. "Can I play with you too?".

Tim and I yelled, 'Yes you can!'.

We dumped the grub in a big backpack and set off.

What a fun day this will be!

Comprehension Questions

	Student Response
1- Who wanted to come on the picnic? (Tim and Sam)	
2- Why was Sam puffing? (He was running fast and losing his breath)	

Spelling Scoring Sheet
Please note that the spelling assessment tasks can be completed over 2 sessions.

Low Frequency Word Spelling
1. Provide the students with the Low Frequency Word Spelling Response Sheet
2. 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"
3. Read out items as follows: "Gem, Gem, Write Gem". Repeating the words reduces the likelihood of errors due to students mis-hearing the word.

- middle
- pain
- peep
- stay
- lumpy
- sigh
- bake
- fry
- oats
- dive

Sentence Dictation
4. Provide the students with the Sentence Dictation Response Sheet
5. 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"
6. Read the sentence in full three times.

Tim bumped his leg and is limping.

7. Collect the Spelling Response Sheets, mark the responses and record students' scores on the Student Summary Sheets.
8. For 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 12-16	Non-Word Reading – Accuracy – Sets 6-11	Tricky Word Reading – Accuracy – Sets 12-16	Decodable Text Reading – Sets 6-11
/5	/11	/8	/100
	Non-Word Reading – Automaticity – Sets 6-11	Tricky Word Reading – Automaticity – Sets 12-16	Comprehension Questions
	/11	/8	/2
	Non-Word Reading – Accuracy – Sets 12-16		Sentence Dictation – Sets 6-11
	/9		/7
	Non-Word Reading – Automaticity – Sets 12-16		
	/9		
	Low Frequency Word Spelling – Sets 12-16		
	/10		

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

ai	igh	ay	ee	oa

Non-Words

rell	noss	chuz	plun

gubcax	nished	yoxes	mutches

thung	whaff	bezzing

tanple	waim	smeep	glight

skay	spetchy	yafe	yoat

tive

Tricky Words

how	out	now	eight

bean	pie	pea	lie

Decodable Text

It was a cold day, but I wanted to go on a picnic. I put on my top with the big red buttons and a hat.

As I was packing my lunch, Tim rang the bell. 'Can I come with you for a picnic?' he said.

'Yes! That will be fun! We can play on the swings!' I told him.

Then Sam ran up to us. He was puffing. "Can I play with you too?".

Tim and I yelled, 'Yes you can!'.

We dumped the grub in a big backpack and set off. What a fun day this will be!

Low Frequency Word Spelling Response Sheet

Name _____

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

Sentence Dictation Response Sheet

Name _____

_____

_____

_____

_____

_____