

**Diagnostic  
Assessments for  
Early Elementary  
Students**

Complimentary

# 1<sup>st</sup> Grade Foundational Skills Surveys

**Diagnostic assessments to measure student acquisition of the Foundational Reading Skills outlined in the Common Core State Standards**

The evidence is clear. Students must master certain key foundational reading skills to comprehend well. The Common Core State Standards (CCSS) devotes a special section to these foundational reading skills. This section identifies the literacy skills that should be mastered by the end of each grade, K-5.

This complimentary set of Foundational Skills Surveys includes several informal diagnostic tools designed to help educators determine how well first grade students are acquiring the requisite skills outlined in the CCSS. Teachers who can pinpoint which skills a student has mastered and which skills still need strengthening are better able to group and instruct their students efficiently. The Foundational Skills Surveys enable one-on-one assessment of decoding and pre-decoding skills from the beginning through the end of 1<sup>st</sup> grade. For students with decoding weaknesses, the surveys can also be used to identify which skills have already been mastered and which remain weak.

This packet contains everything you'll need for initial assessment and progress monitoring of an unlimited number of students. It provides an explanation of how to administer, score, and interpret the results. Once the results are gathered and scored, these surveys can be used to pinpoint specific deficits, group students, and then plan effective instruction. This assessment can be utilized with Really Great Reading's complimentary Grouping Matrix™, which has the Live Assess feature that will score the completed assessments and upload student data into the Grouping Matrix. For a complimentary Grouping Matrix account, please see the back cover.

# Common Core State Standards

The Foundational Skills Surveys directly assess whether students have met the Phonics standards from the Common Core Foundational Skills Reading Standards for Grade 1 (see below). The Surveys also indirectly assess the Phonological Awareness standards, which outline many of the underlying skills necessary for successful decoding. When students can decode the words on the Surveys accurately, it indicates that they can blend, segment, and isolate sounds accurately. For an instrument that directly assesses some of the Phonological Awareness standards, you can download Really Great Reading's Pre-Decoding Survey at <https://www.reallygreatreading.com/diagnostics>. There is also a basic Print Concepts component to the Foundational Skills Surveys, which can indicate whether students are meeting the Print Concepts standards. Although the Foundational Skills Surveys do not directly assess students' reading fluency, the Surveys assess the underlying skills necessary for accurate reading, which are at the heart of the Fluency standards. The Surveys also help you determine which students are gaining automaticity with these skills (based on the number of words they read automatically vs. read with effort or misread), which is a precursor to a strong reading rate.

## Reading Standards: Foundational Skills (K-5)

Excerpted from [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf)

The Common Core State Standards identify a set of skills that students must master before they can become fluent readers and comprehend what they're reading. These skills are the very foundation of becoming an effective reader, so they are called Foundational Skills. The assessments contained in this package are a simple, efficient way to measure how well students are acquiring these requisite skills.

These assessments focus primarily on measuring decoding skills, however, when administered and scored properly, they can detect strengths and weaknesses in other foundational skills. Additionally, this packet contains assessments that can be administered when those foundational skills are weak or missing (coming soon).

### GRADE 1 STUDENTS:

#### Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
  - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled, one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Demonstrate understanding that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words that follow basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate, irregularly spelled words.

#### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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# Overview

## A Brief Explanation of the Foundational Skill Surveys

There are 3 primary **Foundational Skills Surveys** found in this packet. These are used at the following grades and phases of the school year:

- Beginning of Year 1<sup>st</sup> Grade (BOY1, Forms A and B)
- Middle of Year 1<sup>st</sup> Grade (MOY1, Forms A and B)
- End of Year 1<sup>st</sup> Grade (EOY1, Forms A and B)

The Foundational Skill Surveys contained in this packet allow teachers to:

- Assess the foundational reading skills of emerging readers and young students.
- Determine whether foundational reading skills are being established at an appropriate pace by comparing the results against criterion referenced benchmarks.
- Pinpoint specific gaps in knowledge and plan appropriate, targeted instruction.

The first Foundational Skills Survey in this packet (BOY1) assesses a student's ability to read single-syllable high-frequency words, as well as single-syllable decodable words with short vowels, digraphs, and blends.

The next two Foundational Skills Surveys (MOY1 and EOY1) assess similar skills, but increase in difficulty. They assess a student's ability to read advanced high-frequency words and more complex decodable single-syllable words, including words with long vowel spelling patterns. Additionally, these surveys assess a student's ability to read two-syllable words with certain syllable types (closed, open, vowel digraphs, and vowel-consonant-e). The surveys also allow you to assess how well your students handle the various concepts of print embedded in the sentences (i.e., capital letters and punctuation).

Each survey includes two forms: Form A and Form B. Form B can be utilized for progress monitoring purposes. They can also be used to retest a student if necessary. These forms can be found at the end of this document.

For students who perform well below expectations, this packet also contains three additional diagnostic assessments:

- Sight Word Fluency Surveys (three levels) to measure which high-frequency words a student has mastered
- a Letter Sounds Survey (part of the Letter Knowledge Survey) to measure phoneme fluency
- a Letter Names Survey (part of the Letter Knowledge Survey) to measure fluency with letter naming.

You may use the surveys in this set to assess as many students as you'd like. If the surveys reveal that a student's weakness is not in decoding, you should use other instruments to assess possible weaknesses in other basic reading skills.

Visit our website at [www.reallygreatreading.com](http://www.reallygreatreading.com) to learn more about the additional complimentary assessments offered by Really Great Reading.

# Using This Packet

## Who Can Use This Packet

This complimentary packet is free to all educators. The components of the packet are reproducible. If you would like to share this packet with a colleague, please have that person go to the Really Great Reading website at [www.reallygreatreading.com](http://www.reallygreatreading.com) to request a new copy.

## How to Administer and Score the Foundational Skills Surveys

The Foundational Skill Surveys take less than 10 minutes per student to administer. The surveys are most often used with students in grades 1–2. They are sometimes used in grades 3–6 with students who have been identified as significantly below expectation on other literacy measures.

Learning how to administer and score the Foundational Skill Surveys is quick and easy. To get started, you must become familiar with:

- Materials Needed (page 3)
- Administration and Scoring Guidelines (pages 4 and 12)
- Summary Scripts (pages 6 and 13) and Sample Scoring Sheets (pages 8 and 14)

## When to Administer the Foundational Skills Surveys

The general guidelines below indicate when it is appropriate to administer the Foundational Skill Surveys to each grade level, and which form to use with each grade and phase of year.

Grade	First Grade			Second Grade
Phase of Year	Beginning of Year	Middle of Year	End of Year	Beginning, Middle, and End of Year
Appropriate Survey	BOY1 (p. 12)	MOY1 (p. 18-19)	EOY1 (p 22-23)	EOY1 (p 22-23)

## Materials Needed

### STUDENT SURVEY FORM

There are six Student Survey Forms in this packet, and each is labeled "Words and Sentences to Read." These are the sheets from which the students will read during the assessments. These forms coincide with the recommended testing schedule and should be administered according to the chart above; they include BOY1a (page 10), MOY1a (pages 16-17), and EOY1a (pages 20-21). The first three (Form A) can be utilized for Benchmark Assessments and Form B can be utilized for more frequent progress monitoring or retesting. Form B can be found at the end of this document. For teachers who are planning to assess many children, it may be helpful to laminate these pages.

### TEACHER RECORDING FORM

You will record students' responses and complete your scoring on the Teacher Recording Form. There are six different recording forms in this packet that correspond with the Student Survey Forms: BOY1a (page 11), MOY1a (pages 18-20), and EOY1a (pages 22-23). Form B can be found at the end of this document. Be sure that the Teacher Recording Form you use matches the appropriate Student Survey Form. You will need a Teacher Recording Form for each student.

# Guidelines for Administering the BOY1 Survey

## Administration Guidelines

When you are ready to begin administering a survey, place the appropriate student page (Words and Sentences to Read) in front of the student, and have the appropriate Teacher Recording Form in front of you. Both of the student and teacher pages you use should say BOY1. When prepared, follow the administration script for BOY1, which is found on page 6.

The following sections explain how to record students' responses while administering the surveys.

### RECORDING WORDS IN ISOLATION (SET 1: REAL WORDS AND SET 3: NONSENSE WORDS)

- You will record the student's response by placing a checkmark in the appropriate column (see guidelines below) and writing the student's response whenever they misread a word.

Student Demarcus Grade 2  
 Examiner CJH Date 9/6 **FOU SKILL**

**Observations**  
 (Check the appropriate boxes;)

Reads sound by sound, then blends words       Possible b/d or b/p reversal

	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try
1 dot	✓				
2 bet	✓				
3 tub	✓				
4 mix	✓				
5 zap		✓			
6 chip			✓	ship	
7 rock		✓			
8 path				paste	
9 shut	✓				
10 mesh		✓			
11 trip			✓	tip	
12 step		✓			
13 brag				bag badge	
14 pond	✓				
15 west					✓

- For words read automatically, place a ✓ next to the word in the *Read Automatically* column (Example 1: Words 1–4, 9, 14). For more information, see page 7.
- For words read with effort (e.g. read sound-by-sound then blended, or word read successfully after a great deal of contemplation), place a ✓ next to the word in the *Read Correctly with Effort* column (Example 2: Words 5, 7, 10, 12). For more information, see page 7.
- If the student misreads the word, then self-corrects, follow these steps (Example 3: Words 6, 11):
  - In the *Misread* column, write exactly what the student read before self-correcting.
  - If the student gives more than one incorrect response, write all incorrect attempts (Example 5: Word 13).
  - Place a ✓ next to the word in the *Misread, then Self-Corrected* column (Words 6, 11).

- If the student misreads the word without self-correcting, follow these steps (**Example 4: Words 8, 13**):
  - In the *Misread* column, write exactly what the student read.
  - If the student gives more than one incorrect response, write all incorrect attempts (**Example 5: Word 13**).
- If the student does not try a word or says “I don’t know” (**Example 6: Word 15**):
  - Put a ✓ in the *No Try* column and ask the student “Can you try it for me? The letters will tell you how to read the word.”
    - If they try and give a correct response, cross out the ✓ in the *No Try* column and put a Pin the with *Read with Effort* column.
    - If they try, but give an incorrect response, cross out the ✓ in the *No Try* column and write the incorrect response in the *Misread* column.
    - Allow the student to move on to the next word if they continue to say, “I don’t know”.
  - When the student has completed the assessment, give him/her another chance to try. Point to the word that was not attempted and say:
    - “You said you didn’t know this word. Can you try it for me?”
    - If they attempt the word, and give a correct response, cross out the ✓ in the *No Try* column and put a ✓ in the with *Read with Effort* column.
    - If they attempt the word, but give an incorrect response, cross out the ✓ in the *No Try* column and write the incorrect response in the *Misread* column.
    - If the student continues to not attempt the word, say: “Tell me parts of the word that you do know.” Then record the response(s).

## RECORDING STUDENT RESPONSES TO THE SENTENCES

- Recording a student response in the sentences is very similar to recording words in isolation.
- Next to each word you will see three check boxes.
  - For words read automatically, place a ✓ in the first box (labeled with an A).
  - For words read correctly with effort (e.g. read sound-by-sound then blended), place a ✓ in the second box (labeled with an E).
  - If the student misreads the word, then self-corrects, record the student’s incorrect response in the space provided and place a ✓ in the third box (labeled with an S).
  - When a student misreads the word without self-correcting, write the incorrect response in the space provided.
- Record any additional comments and observations in the margins if desired. You may wish to record observations not only about the student’s decoding, but also whether or not the student used the appropriate pacing and inflection based on the punctuation marks in each sentence.
- **OPTIONAL:** Teachers can easily track a student’s understanding of print concepts from the sentence reading section of each survey. This quick and simple questioning will provide you with relevant information of student’s understanding and where they may need additional instruction. This information will not be counted as “errors” within the error grid. It is simply used to guide instruction. Follow these guidelines to record the students’ responses to the print concepts questions (see p. 6 for script and p. 8 for an image of how to record the students’ responses):
  - First word of sentence: to record the student response, circle the first word of the sentence on the recording form indicating that it was identified correctly. If it was not, place an X above the word.
  - Capital letters: to record the student response, underline each capital letter twice on the recording form indicating that it was identified correctly. If it was not, leave it blank.
  - Punctuation: to record the student response, place a ✓ in the box next to each punctuation mark to show it was identified correctly. If it was not identified correctly, place an X in the box.

## Administration Script for BOY1

### STEP 1

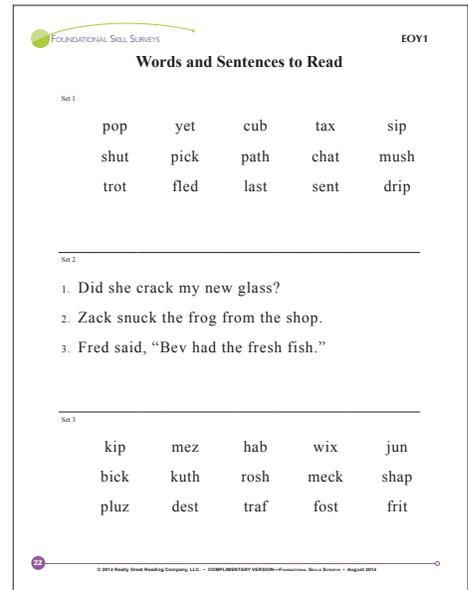
- Give student the page titled “Words and Sentences Read” (BOY1).

### STEP 2

- Introduce survey to student. Say:
  - I am going to ask you to read these words.
  - I won't time you.
  - It is more important to read accurately than fast.
  - There are three sets of words.
  - I'll ask you to read one set of words at a time.
  - Read across the page from left to right.
  - Please read slowly enough so I can take notes.

### STEP 3

- Guide student to read the words.
  - Set 1—Point and say:
    - Please read these words.
    - Start here (point to the first word) and read across the page (point to the last word in the first row).
  - Set 2—Point and say:
    - Please read the sentences one at a time.
  - Set 3—Point and say:
    - These are nonsense words. We can read nonsense words, but they don't mean anything.
    - The letters on the page will tell you how to pronounce the words.
    - Please read these words.
  - **OPTIONAL PRINT CONCEPTS QUESTIONS:** After the student reads Set 3, direct them to look back to the sentences and ask the following:
    - Can you point to the first word in each sentence?
    - Can you point to a word that is capitalized that is not the first word in a sentence?
    - Can you point to two different punctuation marks?



### STEP 4

- Optional—Tell the student how many words they read correctly.
  - Count the number of checkmarks for words read correctly.
  - Say “You read \_\_\_\_\_ words correctly!”
- Dismiss the student or continue with other scheduled assessments.

### STEP 5

- Total the first 3 columns.
  - Count the number of check marks in each of the first three columns—*Words Read Automatically*, *Words Read with Effort*, and *Words Self-Corrected*. Do not forget to include the words in the sentences.
  - Record number of each at the bottom of each set on the Recording Form.
- Remember, self-corrections count as words read correctly.
- Record the total number of Words Read Correctly from all three sets in the Total Correct box at the top left of the Recording Form.

## Scoring Guidelines

These scoring procedures describe how to gather relevant information about a student's performance.

### CALCULATING NUMBER OF WORDS READ CORRECTLY

To calculate Error Column Totals, count the number of marks in each column. The number of words read correctly includes each of the following:

- Read Automatically
- Words Read With Effort
- Words Self-Corrected

More explanation about these columns is provided below.

The Teacher Recording Form has a place after each set to calculate the number of words read correctly, after Set 1 (real words), after Set 2 (sentences) and after Set 3 (nonsense words).

#### Words Read Automatically

If a student reads a word correctly and automatically, put a check mark in this column. A student must read a word correctly, without more than a 3 second delay, and without audibly sounding it out, for it to count as *Read Automatically*.

#### Words Read With Effort

A student must read a word correctly on the first attempt for it to count as *Read with Effort*. *Read with Effort* is a subjective term. Some guidelines for when to mark this column include:

- if the student reads the word sound-by-sound and then blends it together,
- if the student studies the word for more than 3 seconds and then reads the word correctly on the first attempt.
- If a student misreads and then self-corrects, **do not** put a check mark in the *Read with Effort* column. Instead use the *Words Self-Corrected* column.

#### Words Self-Corrected

If a student initially misreads a word and then reads it correctly, record the incorrect response in the space provided for incorrect responses, and then put a check mark in this column. Self corrected words are scored as words read correctly, however, we do use the information provided by the student's incorrect response as we analyze their errors in the grid to help understand his/her confusion.

### ERROR GRID SCORING GUIDELINES

This section describes how to complete the *Error Grid* portion of the Teacher Recording Form.

Scoring the surveys requires the following: looking at each misread word, recognizing the parts of the word that were read correctly, identifying the specific parts that were misread, marking the error types on the *Error Grid*, and totaling the marks in each column.

### UTILIZING THE ERROR GRID

The student's errors are marked on the *Error Grid*. The examiner should wait to complete the *Error Grid* until after the student has completed reading the words. It is best to complete the *Error Grid* when the student is not present.

It is important to note:

- Each column on the *Error Grid* represents a different type of error.
- Most of the columns on the *Error Grid* are the same on all Teacher Recording Forms. The only exception is the Long Vowel column which appears on page 2 of the MOY1 and EOY1 forms only.
- Boxes on the *Error Grid* with NA (not applicable) should not be marked. NA indicates that the error type for that column does not pertain to the word on that line.

Several types of data are collected, each for a specific purpose:

- The number of words read correctly (any word with a check in the following three columns: *Words Read Correctly*, *Words Word with Effort*, and *Words Self-Corrected*).
- The number of marks in each column on the *Error Grid* to pinpoint areas of strength and weakness.
- The observation sections at the top of the Teacher Recording Form indicate student characteristics and patterns when reading.

## QUALIFICATIONS FOR SCORING

Scoring the surveys requires strong phonemic awareness and a clear understanding of phonics. Scoring is based on the sounds the student misses in words, not the difference between the number of letters in the word on the survey and the student's response. The scorer needs to be able to identify the part of the word that the student misread and relate the error to sounds in order to correctly score the decoding mistake.

## SCORING EXAMPLES

Below are several examples of error analysis that can help a scorer understand the scoring procedures. The guidance provided in this packet is only an overview. When questions arise, many resources are available including the more detailed scoring guidelines available on the web, the User's Guide of the Diagnostic Decoding Surveys, and the prerecorded webinars provided by Really Great Reading.

Student Claire P. Grade 1 **FOUNDATIONAL SKILLS ASSESSMENT** BOY1a

Examiner MEM Date 5/27

**Observations**  Reads sound by sound, then blends words  Possible b/d or b/p reversal  Quick to guess  Slow

(Check the appropriate boxes;)

Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
1	✓					NA					NA	NA
2				beet		NA				✗	NA	NA
3				tum		NA			✗		NA	NA
4	✓					NA					NA	NA
5		✓				NA					NA	NA
6	✓					NA		NA				NA
7	✓					NA			NA			NA
8			✓	pat		NA			NA		✗	NA
9	✓					NA		NA				NA
10				mesh		NA	✗		NA			NA
11		✓				NA						NA
12				sep		NA	✗		✗			NA
13	✓					NA						NA
14				pand, pant		NA			✗	✗		NA
15		✓				NA						NA
Set 1 Words Read Correctly												
16				The fox was is								
17				in its nest neat		✗	✗			✗	NA	✗
18												

## SIMPLE EXAMPLES

### Example 1

Student misreads the target word **bet** as **beet**. Mark the *Short Vowel* column because the student misread the vowel sound /ĕ/ (short e) as /ē/ (long e).

### Example 2

Student misreads **tub** as **tum**. Mark the *Final Consonant* column because the student misread the final **b** as /m/.

### Example 3

Student misreads **path** as **pat**. Mark the *Digraph* column because the student misread the final **th** as /t/.

**Example 4**

Student misreads **mesh** as **mensch**. Mark the *Sound Added or Omitted* column because the student added a sound. **Mesh** has 3 sounds (/m/ /ē/ /sh/), and the student's response **mensch** has four sounds (/m/ /ē/ /n/ /sh/).

## MORE NUANCED AND COMPLEX EXAMPLES

**Example 5**

Student misreads **step** as **sep**. In some instances, a word read incorrectly can warrant marks in multiple Error Grid columns. This receives 3 marks in 3 columns:

- Mark the *Sound Added or Omitted* column because the student omitted a sound. **Step** has 4 sounds (/s/ /t/ /ē/ /p/) and the response **sep** has three sounds (/s/ /ē/ /p/).
- Mark the *Final Consonant* column because the student never produced the final consonant.
- Mark the *Blend* column because the student did not correctly read the 2-sound consonant blend **st**.

**Example 6**

If the student makes more than one attempt to read a word, all errors in each attempt are marked on the *Error Grid*.

Student misreads **pond** as **pand** and then as **pant**. This receives 4 marks in 3 columns:

- Two marks in *Short Vowel* because the student misread the short vowel /ō/ (short o) as /ā/ (short a) when misreading **pond** as **pand**, and the student misread the short vowel /ō/ (short o) as /ā/ (short a) when misreading **pond** as **pant**.
- *Final Consonant* because the student read /t/ instead of /d/ as the final consonant when misreading **pond** as **pant**.
- *Blend* because the student misread the 2-sound blend **nd** when misreading **pond** as **pant**.

## SCORING WORDS IN SENTENCES

**Examples 7 and 8**

Errors made when reading decodable words or sight words in sentences are marked like other words, and all marks are on the same line as the sentence. Notice that sight words are in italics.

The student read, "The fox was in its nest," as "The fox is in its neat."

- The student read the sight word **was** as **is** and read the word **nest** as **neat**. These two errors generate 4 marks in the following columns:
  - *Sight Word* because the student misread the sight word **was** as **is**.
  - *Short Vowel* because the student misread the vowel sound /ē/ (short e) as /ē/ (long e).
  - *Blend* because the student missed one part of the 2-sound consonant blend **st**.
  - *Sound Added or Omitted* because the student omitted a sound. **Nest** has 4 sounds (/n/ /ē/ /s/ /t/), and **neat** has 3 sounds (/n/ /ē/ /t/).
- **OPTIONAL:** If you choose to follow the optional Print Concepts script to informally assess how students handle the concepts of print in the sentences, see Example 9, which shows how to record the students' responses to the Print Concepts questions (see script on p. 6). Total up the number of first words in each sentence that you circled (maximum = 3), the capital letter in a word other than the first word that you underlined twice (maximum = 1), and the number of punctuation marks that received a ✓ (maximum = 2). Determine how many print concepts items your students handled correctly (out of 6). Remember, your observations about the way the student handles the concepts of print in the sentences are not formally scored. They are informal observations that can guide your instruction. More information can be found on p. 5.

## UTILIZING THE ERROR COLUMN TOTALS TO PINPOINT DEFICITS AND DRIVE INSTRUCTION

See page 15 for information on how to use the error column totals to pinpoint students' areas of strength and weakness and to make instructional decisions.

## Words and Sentences to Read

Set 1

dot	bet	tub	mix	zap
chip	rock	path	shut	mesh
trip	step	brag	pond	west

---

Set 2

1. The fox was in its nest.
2. Can Pat check the red trap?
3. She said, "Six shells are in my sock!"

---

Set 3

zog	nep	mab	hig	vun
chog	zuth	lish	weck	shap
frad	kend	brit	bloz	hust

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

BOY1a

## Observations

(Check the appropriate boxes:)

- Reads sound by sound, then blends words     
  Possible b/d or b/p reversal     
  Quick to guess     
  Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
CVC	1	dot					NA					NA	NA
	2	bet					NA					NA	NA
	3	tub					NA					NA	NA
	4	mix					NA					NA	NA
	5	zap					NA					NA	NA
Digraphs	6	chip					NA		NA				NA
	7	rock					NA			NA			NA
	8	path					NA			NA			NA
	9	shut					NA		NA				NA
Blends	10	mesh					NA			NA			NA
	11	trip					NA					NA	
	12	step					NA					NA	
	13	brag					NA					NA	
	14	pond					NA					NA	
	15	west					NA					NA	
Set 1 Words Read Correctly													
Sentences	16	The <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fox <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> was <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											NA
	21	in <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> its <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> nest <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	22	Can <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> check <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	27	the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> red <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trap <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ? <input type="checkbox"/>											
Sentences	28	She <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> said <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> , <input type="checkbox"/> " <input type="checkbox"/> <input type="checkbox"/> Six <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	35	shells <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> are <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> in <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
Set 2 Words Read Correctly													
CVC	36	zog					NA					NA	NA
	37	nep					NA					NA	NA
	38	mab					NA					NA	NA
	39	hig					NA					NA	NA
	40	vun					NA					NA	NA
Digraphs	41	chog					NA		NA				NA
	42	zuth					NA			NA			NA
	43	lish					NA			NA			NA
	44	weck					NA			NA			NA
	45	shap					NA		NA				NA
Blends	46	frad					NA					NA	
	47	kend					NA					NA	
	48	brit					NA					NA	
	49	bloz					NA					NA	
	50	hust					NA					NA	
Set 3 Words Read Correctly													
						Total Errors from Sets 1-3							

# Guidelines for Administering the MOY1 & EOY1 Surveys

## Administration Guidelines

When you are ready to begin administering a survey, place the appropriate student page (Words and Sentences to Read) in front of the student, have the appropriate recording form in front of you, and follow the sample MOY1 and EOY1 script (page 13).

The following administration guidelines apply to both the Middle of Year 1<sup>st</sup> Grade (MOY1) & the End of Year 1<sup>st</sup> Grade (EOY1).

### RECORDING WORDS IN ISOLATION (REAL AND NONSENSE) - SEE PAGE 4 FOR EXAMPLES

- You will record the student's response by placing a checkmark in the appropriate column (see guidelines below) and writing the student's response whenever they misread a word.
- For words read automatically, place a ✓ next to the word in the *Read Automatically* column.
- For words read with effort (e.g. read sound-by-sound, then blended, or word read successfully after a great deal of contemplation), place a ✓ next to the word in the *Read Correctly with Effort* column.
- If the student misreads the word, then self-corrects, follow the steps on page 4. Remember to write exactly what the student said (all attempts) before self-correcting in the *Misread* column, and place a ✓ next to the word in the *Misread, then Self-Corrected* column.
- If the student misreads the word without self-correcting, follow the steps on page 5. Remember to write exactly what the student said (all attempts) in the *Misread* column.
- If the student does not try a word or says "I don't know," follow the steps on page 5.

### RECORDING STUDENT RESPONSES TO THE SENTENCES

- Recording a student's response in the sentences is very similar to recording words in isolation.
- Next to each word you will see three check boxes.
  - For words read automatically, place a ✓ in the first box.
  - For words read correctly with effort (e.g. read sound-by-sound, then blended), place a ✓ in the second box.
  - If the student misreads the word, then self-corrects, record the student's incorrect response in the *Misread* column and place a ✓ in the third box.
  - When a student misreads the word without self-correcting, write the incorrect response in the *Misread* column.
- Record any additional comments and observations in the margins if desired.

## Administration Script for MOY1 and EOY1

### STEP 1

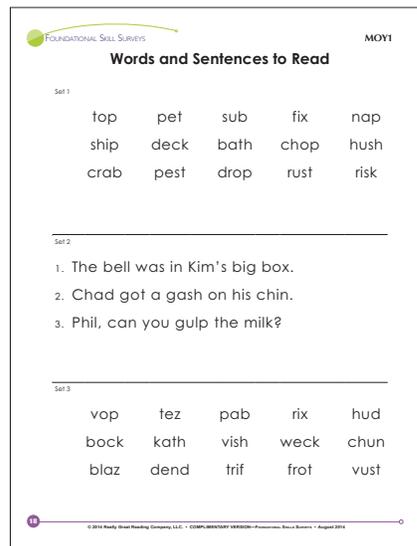
- Give student the page titled “Words and Sentences Read” (MOY1 or EOY1).

### STEP 2

- Introduce survey to student. Say:
  - I am going to ask you to read these words.
  - I won’t time you.
  - It is more important to read accurately than fast.
  - I will ask you to read words from two pages.
  - I’ll ask you to read one set of words at a time.
  - Read across the page from left to right.
  - Please read slowly enough so I can take notes.

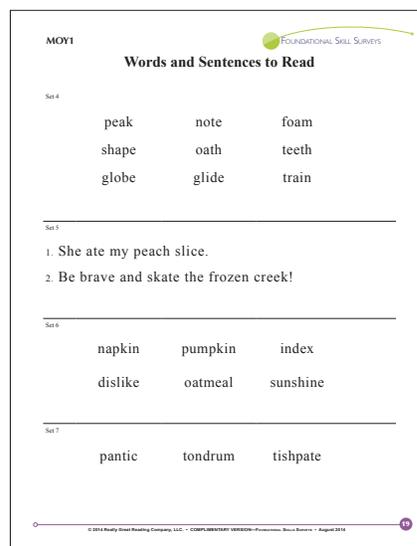
### STEP 3

- Guide student to read the words.
  - Set 1—Point and say:
    - Please read these words.
    - Start here (point to the first word) and read across the page (point to the last word in the first row).
  - Set 2—Point and say:
    - Please read the sentences one at a time.
  - Set 3—Point and say:
    - These are nonsense words. We can read nonsense words, but they don’t mean anything.
    - The letters on the page will tell you how to pronounce the words.
    - Please read these words.



### STEP 4

- If the student read less than 32 words correctly, discontinue the assessment.
- If the student read 32 or more words correctly, give student the 2nd page titled “Words and Sentences to Read” (MOY1 or EOY1).
- Say: “You’re doing so well that I am going to ask you to read more words.”
- Guide student to read the 2nd page of words.
  - Set 4—Point and say:
    - This page starts with real words again.
    - Please read these words.
  - Set 5— Point and say:
    - Please read the sentences.
  - Set 6—Point and say:
    - These real words have more than one syllable.
    - Please read these words.
  - Set 7—Point and say:
    - These are nonsense words. These nonsense words have more than one syllable. We can read these nonsense words, but they don’t mean anything.



- The letters on the page will tell you how to pronounce the words.
- Please read these words.
- OPTIONAL PRINT CONCEPTS QUESTIONS: After the student reads Set 7, direct him or her to look back to the Set 2 sentences on the first page and ask the following:
  - Can you point to the first word in each sentence?
  - Can you point to a word that is capitalized that is not the first word in a sentence?
  - Can you point to two different punctuation marks?

## Step 5

- Optional—Tell the student how many words they read correctly.
  - Count the number of checkmarks for words read correctly.
  - Say "You read \_\_\_\_\_ words correctly!"
- Dismiss the student or continue with other scheduled assessments.

## Step 6

- Total the first 3 columns
  - Count the number of check marks in each of the first three columns by set.
  - Remember that Total Words Correct includes *Words Read Automatically*, *Words Read with Effort*, and *Words Self Corrected*. Remember, self-corrections count as words read correctly.
  - Record the total number of number of words read correctly at the bottom of each set.
- Record the total number of Words Read Correctly from all 7 sets in the Total Correct box at the top left of the Recording Form.

## Scoring Guidelines

Follow the guidelines and examples on p. 7-9 for calculating the number of words correctly, scoring single-syllable words, scoring the optional Print Concepts questions, and utilizing the error grid. Single-syllable words on the MOY1 and EOY1 surveys are scored in the same way as single-syllable words on the BOY1 survey.

### SCORING MULTI-SYLLABLE WORDS

Errors made when reading multi-syllable words are marked like other words.

	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend	
2 Closed Syllables	22	nap-kin		nape-kin		NA				✗	NA	NA	NA	13
	23	pump-kin	✓	pun-kin		NA	✗		✗		NA	NA	✗	10
	24	in-dex				NA					NA	NA	NA	
Advanced 2 Syllable Words	25	dis-like		dis-ik		NA	✗	✗			✗	NA	NA	12
	26	oat-meal				NA				NA		NA	NA	
	27	sun-shine	✓	sun-shine-y		NA	✗						NA	11

**Example 10**

Misread **pump-kin** (results in 3 marks in 3 columns in the error grid):

Student misread the word as **pun-kin**. The error is *Sound Added or Omitted* because the student omitted a sound.

**Pump-kin** has 2 syllables and 7 sounds: 4 sounds in the first—/p/ /ŭ/ /m/ /p/, and 3 sounds in the second—/k/ /ī/ /n/. In **pun-kin**, there are 2 syllables and 6 sounds: 3 sounds in the first—/p/ /ŭ/ /n/, and 3 sounds in the second—/k/ /ī/ /n/.

There is also a *Final Consonant* error in the first syllable because they didn't say the final /p/ in **pump**, and a *Blend* error for missing the 2-sound blend, /m/ /p/.

**Example 11**

Misread **sunshine** (results in 1 mark in 1 column in the error grid):

Student misread the word as **sun-shine-y**. The error is *Sound Added or Omitted* because the student added a sound.

**Sun-shine** has 2 syllables and 6 sounds: 3 sounds in the first—/s/ /ŭ/ /n/, 3 sounds in the second—/sh/ /ī/ /n/. In **sun-shine-y**, there are 3 syllables and 7 sounds: 3 sounds in the first—/s/ /ŭ/ /n/, 3 sounds in the second—/sh/ /ī/ /n/, and 1 sound in the third—/ē/.

**Example 12**

Misread **dis-like** (results in 3 marks in 3 columns in the error grid):

Student misread the word as **disik**. The error is *Sound Added or Omitted* because the student omitted a sound. **Dislike** has 2 syllables and 6 sounds: 3 sounds in the first—/d/ /ī/ /s/, and 3 sounds in the second—/l/ /ī/ /k/. In **disik**, there are two syllables and 5 sounds: 3 sounds in the first—/d/ /ī/ /s/, and 2 sounds in the second—/ī/ /k/.

The three sounds in the first syllable are correct; however, in the second syllable there was an initial sound omitted which was /l/. This will be scored as an error in the *Initial Consonant* column. There is also a *Long Vowel* error because in the second syllable the student misread the long vowel /ī/ as a short vowel sound /ī/.

**Example 13**

Misread **nap-kin** (results in 1 mark in 1 column in the error grid):

Student misreads the word as **nape-kin**. **Napkin** has 2 syllables and 6 sounds: 3 sounds in the first—/n/ /ā/ /p/, 3 sounds in the second—/k/ /ī/ /n/. In **nape-kin**, there are also 2 syllables and 6 sounds: 3 sounds in the first—/n/ /ā/ /p/, 3 sounds in the second—/k/ /ī/ /n/. There is no *Sound Added or Sound Omitted* error this time. However, the first syllable has a *Short vowel* error since the student said the long a sound /ā/, instead of the short a /ă/. The second syllable was read accurately.

Note that on the MOY1 and EOY1 forms, if students make an error reading a vowel team or a vowel digraph (such as **ai**, **ee**, or **oa**), the error is marked in the Long Vowel column, not the Digraph column. The Digraph column is reserved for consonant digraph errors.

**UTILIZING THE ERROR COLUMN TOTALS TO PINPOINT DEFICITS AND DRIVE INSTRUCTION**

The *Error Grid* totals are the heart of the Foundational Skills Surveys. The numbers at the bottom of each column clearly show the parts of words that students read easily and the parts that were confusing. Generally, zero or one error in a column indicates the student does not have a difficulty in that area. However, even one error can indicate an area of concern, especially if the student has errors in other columns. Two or more errors is considered a sign of a problem in that area.

Students who are not able to complete the first page of the MOY1 or EOY1 or who miss more than half the words and do not show consistent error patterns most likely have weaknesses in pre-decoding or pre-reading skills. You may wish to utilize the Letter Knowledge Survey found on pages 36-45 of this packet with those students. See page 24 for more information.

You may wish to utilize the optional Sight Word Fluency Survey on page 25 of this packet with students who misread more than 2 or 3 sight words in the sentences on the FSS. Sight word automaticity and fluency is an important component of reading in context.

## Words and Sentences to Read

Set 1

top	pet	sub	fix	nap
ship	deck	bath	chop	hush
crab	pest	drop	rust	risk

---

Set 2

1. The bell was in Kim's big box.
2. Chad got a gash on his chin.
3. Phil, can you gulp the milk?

---

Set 3

vop	tez	pab	rix	hud
bock	kath	vish	weck	chun
blaz	dend	trif	frot	vust

## Words and Sentences to Read

Set 4

peak

note

foam

shape

coach

teeth

globe

slide

train

---

Set 5

1. She ate my peach slice.
2. Be brave and skate the frozen creek!

---

Set 6

napkin

pumpkin

index

dislike

oatmeal

sunshine

---

Set 7

pantic

tondrum

tishpate

Student \_\_\_\_\_ Grade \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

MOY1a

Examiner \_\_\_\_\_ Date \_\_\_\_\_

## Observations

(Check the appropriate boxes:)

Reads sound by sound, then blends words

Possible b/d or b/p reversal

Quick to guess

Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
CVC	1	top					NA					NA	NA
	2	pet					NA					NA	NA
	3	sub					NA					NA	NA
	4	fix					NA					NA	NA
	5	nap					NA					NA	NA
Digraphs	6	ship					NA		NA				NA
	7	deck					NA			NA			NA
	8	bath					NA			NA			NA
	9	chop					NA		NA				NA
	10	hush					NA			NA			NA
Blends	11	crab					NA					NA	
	12	pest					NA					NA	
	13	drop					NA					NA	
	14	rust					NA					NA	
	15	risk					NA					NA	
Set 1 Words Read Correctly													
Sentences	16	The <input type="checkbox"/> bell <input type="checkbox"/> was <input type="checkbox"/>										NA	NA
	-	in <input type="checkbox"/> Kim's <input type="checkbox"/> big <input type="checkbox"/>											
	22	box <input type="checkbox"/>											
	23	Chad <input type="checkbox"/> got <input type="checkbox"/> a <input type="checkbox"/>											NA
-	gash <input type="checkbox"/> on <input type="checkbox"/> his <input type="checkbox"/>												
29	chin <input type="checkbox"/>												
30	Phil <input type="checkbox"/> , <input type="checkbox"/> can <input type="checkbox"/> you <input type="checkbox"/>												
-	gulp <input type="checkbox"/> the <input type="checkbox"/> milk <input type="checkbox"/> ? <input type="checkbox"/>												
Set 2 Words Read Correctly													
CVC	36	vop					NA					NA	NA
	37	tez					NA					NA	NA
	38	pab					NA					NA	NA
	39	rix					NA					NA	NA
	40	hud					NA					NA	NA
Digraphs	41	bock					NA			NA			NA
	42	kath					NA			NA			NA
	43	vish					NA			NA			NA
	44	weck					NA			NA			NA
	45	chun					NA		NA				NA
Blends	46	blaz					NA					NA	
	47	dend					NA					NA	
	48	trif					NA					NA	
	49	frot					NA					NA	
	50	vust					NA					NA	
Set 3 Words Read Correctly													
Total Errors from Sets 1-3													

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

MOY1a

## Observations

(Check the appropriate boxes:)

- Reads sound by sound, then blends words     
  Possible b/d or b/p reversal     
  Quick to guess     
  Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
CVC	1	peak					NA				NA		NA	NA
	2	note					NA				NA		NA	NA
	3	foam					NA				NA		NA	NA
Digraphs	4	shape					NA		NA		NA			NA
	5	coach					NA			NA	NA			NA
Blends	6	teeth					NA			NA	NA			NA
	7	globe					NA				NA		NA	
	8	slide					NA				NA		NA	
	9	train					NA				NA		NA	
Set 4 Words Read Correctly														
Sentences	10	She <b>AES</b> _____ ate <b>AES</b> _____ my <b>AES</b> _____												
	14	peach <b>AES</b> _____ slice <b>AES</b> _____												
	15	Be <b>AES</b> _____ brave <b>AES</b> _____ and <b>AES</b> _____												
	16	skate <b>AES</b> _____ the <b>AES</b> _____ frozen <b>AES</b> _____											NA	
	21	creek <b>AES</b> _____ !												
Set 5 Words Read Correctly														
2 Closed Syllables	22	nap-kin					NA					NA	NA	NA
	23	pump-kin					NA					NA	NA	
	24	in-dex					NA					NA	NA	NA
Advanced 2 Syllable Words	25	dis-like					NA						NA	NA
	26	oat-meal					NA				NA		NA	NA
	27	sun-shine					NA							NA
Set 6 Words Read Correctly														
Nonsense 2 syllable words	28	pan-tic					NA					NA	NA	NA
	29	ton-drum					NA					NA	NA	
	30	fish-pate					NA							NA
Set 7 Words Read Correctly														
						Total Errors from Sets 4-7								

## Observations

(Check the appropriate boxes:)

- Adds and omits syllables     
  Possible b/d or b/p reversal     
  Quick to guess     
  Slow

If you are using the Grouping Matrix, total the Errors from both pages here and enter these values into the database.	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
Total Errors by Type from Sets 1-7									

## Words and Sentences to Read

Set 1

pop	yet	cub	tax	sip
shut	pick	path	chat	mush
trot	fled	last	sent	drip

---

Set 2

1. Did she crack my new glass?
2. Zack snuck the frog from the shop.
3. Fred said, "Bev had the fresh fish."

---

Set 3

kip	mez	hab	wix	jun
bick	kuth	rosh	meck	shap
pluz	dest	traf	fost	frit

EOY1a

## Words and Sentences to Read

Set 4

leak

tide

hope

chime

faith

sheet

crane

skate

float

Set 5

1. Pete's blue stone was clean.
2. Wipe the grime from the old stove.

Set 6

laptop

backpack

dentist

escape

painted

extreme

Set 7

inchap

tomplex

bistake

Student \_\_\_\_\_ Grade \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

EOY1a

Examiner \_\_\_\_\_ Date \_\_\_\_\_

## Observations

(Check the appropriate boxes:)

- Reads sound by sound, then blends words     
  Possible b/d or b/p reversal     
  Quick to guess     
  Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
CVC	1	pop					NA					NA	NA
	2	yet					NA					NA	NA
	3	cub					NA					NA	NA
	4	tax					NA					NA	NA
	5	sip					NA					NA	NA
Digraphs	6	shut					NA		NA				NA
	7	pick					NA			NA			NA
	8	path					NA			NA			NA
	9	chat					NA		NA				NA
	10	mush					NA			NA			NA
Blends	11	trot					NA					NA	
	12	fled					NA					NA	
	13	last					NA					NA	
	14	sent					NA					NA	
	15	drip					NA					NA	
Set 1 Words Read Correctly													
Sentences	16	Did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> she <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> crack <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	21	my <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> new <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> glass <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ? <input type="checkbox"/>											
	22	Zack <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> snuck <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	28	frog <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> from <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	35	shop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/>											
29	Fred <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> said <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> , <input type="checkbox"/> " <input type="checkbox"/> <input type="checkbox"/> Bev <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>												
35	had <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fresh <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>												
35	fish <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> " <input type="checkbox"/>												
Set 2 Words Read Correctly													
CVC	36	kip					NA					NA	NA
	37	mez					NA					NA	NA
	38	hab					NA					NA	NA
	39	wix					NA					NA	NA
	40	jun					NA					NA	NA
Digraphs	41	bick					NA			NA			NA
	42	kuth					NA			NA			NA
	43	rosh					NA			NA			NA
	44	meck					NA			NA			NA
	45	shap					NA		NA				NA
Blends	46	pluz					NA					NA	
	47	dest					NA					NA	
	48	traf					NA					NA	
	49	fost					NA					NA	
	50	frit					NA					NA	
Set 3 Words Read Correctly													
						Total Errors from Sets 1-3							

**Observations** (Check the appropriate boxes:)

Reads sound by sound, then blends words

Possible b/d or b/p reversal

Quick to guess

Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
<b>CVC</b>	1	leak					NA				NA		NA	NA
	2	tide					NA				NA		NA	NA
	3	hope					NA				NA		NA	NA
<b>Digraphs</b>	4	chime					NA				NA			NA
	5	faith					NA			NA	NA			NA
	6	sheet					NA		NA		NA			NA
<b>Blends</b>	7	crane					NA				NA		NA	
	8	skate					NA				NA		NA	
	9	float					NA				NA		NA	
Set 4 Words Read Correctly														
<b>Sentences</b>	10	Pete's <b>AES</b> _____ blue <b>AES</b> _____ stone <b>AES</b> _____												
	14	was <b>AES</b> _____ clean <b>AES</b> _____												
	15	Wipe <b>AES</b> _____ the <b>AES</b> _____ grime <b>AES</b> _____												
	21	from <b>AES</b> _____ the <b>AES</b> _____ old <b>AES</b> _____												
Set 5 Words Read Correctly														
<b>2 Closed Syllables</b>	22	lap-top					NA					NA	NA	NA
	23	back-pack					NA					NA		NA
	24	den-tist					NA					NA	NA	
<b>Advanced 2 Syllable Words</b>	25	es-cape					NA						NA	NA
	26	paint-ed					NA						NA	
	27	ex-treme					NA						NA	
Set 6 Words Read Correctly														
<b>Nonsense 2 syllable words</b>	28	in-chap					NA					NA		NA
	29	tom-plex					NA					NA	NA	
	30	bis-take					NA						NA	NA
Set 7 Words Read Correctly														
						Total Errors from Sets 4-7								

**Observations** (Check the appropriate boxes:)

Adds and omits syllables

Possible b/d or b/p reversal

Quick to guess

Slow

If you are using the Grouping Matrix, total the Errors from both pages here and enter these values into the database.	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
Total Errors by Type from Sets 1-7									

# Criterion-Referenced Benchmarks

Really Great Reading recommends the following guidelines to measure proficiency. These scores indicate the number of words students are expected to read correctly. The chart is broken down by grade level and phase of year. These benchmarks were determined after assessing students in various grades and demographic situations. Examiners should use their knowledge of what is expected at their school to determine which benchmarks are appropriate. You should use these benchmarks no matter which form of the FSS you are using.

## Benchmarks by Grade and Phase of Year

Grade and Phase of Year	Page 1							Page 2					
	CVC words (out of 5)	Short Vowels + Digraphs (out of 5)	Short Vowels + 2-Sound Blends (out of 5)	Sentences (out of 20)	Nonsense CVC (out of 5)	Nonsense Words + Digraphs (out of 5)	Nonsense + 2-Sound Blends (out of 5)	Long Vowels, digraphs, blends (out of 9)	Sentences (out of 12)	2-Syllable Real Words (out of 6)	2-Syllable Nonsense Words (out of 3)		
	Set 1			Set 2	Set 3			Total	Set 4	Set 5	Set 6	Set 7	Total
Beginning of Year 1st Grade	3	2	2	12	3	2	2	26	N/A				
Middle of Year 1st Grade	4	3	3	15	4	3	3	35	6	8	4	2	20
End of Year 1st Grade	4	4	4	18	4	4	4	42	7	10	5	2	24
2nd Grade & Beyond	5	5	4	19	5	5	4	47	8	11	5	2	26

## Discontinuing the Survey Before Completion

There is no hard and fast rule for asking a student to stop reading words on the survey. Many examiners are hesitant to continue having students read when they miss several words in a row. However, our experience is that the vast majority of students will continue reading words if they are allowed to do so. It is sometimes helpful to give the students a break, and then continue after a few minutes.

We strongly recommend having the students read all the words, with the following exceptions:

- The student is visibly upset by missing many words.
- The student does not attempt five words in a row.
  - If the student does not attempt five words in a row, ask the student to look over the remaining words and read any words he/she knows.

Even students who read almost all the words incorrectly often get at least one letter sound correct in every word. Additionally, these students may show a consistent error pattern (most often short vowels, and sometimes digraphs). The surveys focus on error patterns, not number of words read correctly or incorrectly. Understanding the parts of words a student reads correctly is valuable information for identifying the student's strengths and weaknesses and for grouping students.

Students who are not able to complete the first page of the MOY1 or EOY1 or who miss more than half the words and do not show consistent error patterns most likely have weaknesses in pre-decoding or pre-reading skills. These students should be assessed in letter naming, letter sounds, and phonological awareness. You can utilize the Letter Knowledge Survey found on pages 36-45 of this packet, or visit [www.ReallyGreatReading.com](http://www.ReallyGreatReading.com) for information on our free Pre-Decoding Skills Surveys.

# Sight Word Fluency Surveys (Optional)

## Summary Directions

### TARGET AUDIENCE & PURPOSE

- Give to all emerging readers (1st grade) or older students (Grades 2-12) whom you suspect are not mastering sight words at an appropriate pace.
- Allows for quick identification of a student's mastery of and automaticity with sight word identification.
- Note that the Pre-Primer, Primer, and 1st Grade levels of the Sight Word Surveys are provided in this packet. The 2nd and 3rd Grade Sight Word Surveys are available in the complimentary Sight Word Surveys packet. You can download this packet at [www.reallygreatreading.com](http://www.reallygreatreading.com).

### WHAT IS ASSESSED

This survey assesses sight word recognition and accuracy. A variety of Dolch 220 sight words are presented in context (in simple, short sentences) and in isolation.

### MATERIALS

- Sight Word Fluency Survey – Student Page
- Sight Word Fluency Survey – Recording & Scoring Form
- Pen or pencil

### ADMINISTRATION

- Give student a copy of the Student Page.
- See page 26 for suggested administration script.

### RECORDING

Use the Recording & Scoring Form:

- Place checkmark (✓) next to correct responses:
  - Set 1: Place checkmark (✓) in the appropriate box (A = Words Read Automatically or E = Words Read with Effort). Words Read Automatically are words the student correctly reads quickly, without hesitation. Words Read with Effort are words the student correctly reads after some hesitation or apparent effort.
  - Set 2: Place checkmark (✓) in the appropriate column (Words Read Automatically or Words Read with Effort).
- For errors, record the student's incorrect response in the space provided.
  - When the student misreads the same word multiple times, record all incorrect responses.
- Self-Corrections are words that the student reads incorrectly the first time, but then goes back and correctly reads independently with no prompting. If the student self-corrects, write the incorrect response on the line provided after the target word, circle the target word, and write the letters SC next to the incorrect response.
- If the student makes no attempt to read a word or says "I don't know," check NT for No Try (Set 1), or write NT next to the target word (Set 2).
- Record additional comments and observations in the spaces provided.

### SCORING

After administration:

- Tally correct responses for each part (Sets 1 and 2).
- Self-corrections **DO** count as errors.
- Total all correct responses (Words Read Automatically and Words Read with Effort).
- See pages 3-4 for several scoring examples.

# Administration Script for Sight Word Fluency Survey

## STEP 1

- Give student the page titled "Words and Sentences to Read."

## STEP 2

- Introduce survey to student. Say:
  - I am going to ask you to read these sentences and words.
  - I won't time you.
  - Do your very best reading. It is more important to read accurately than fast.
  - Please read slowly enough so I can take notes.

## STEP 3

- Guide student to read the page.
  - Set 1—Point and say:
    - Please read these sentences, one at a time.
  - Set 2—Point and say:
    - Please read these words.
    - Start here (point to the first word) and read across the page (point to the last word in the first row).

## STEP 4

- Optional—Tell the student how many words he or she read correctly.
  - Count the number of checkmarks for words read correctly in each set: Automatically (A) or With Effort (E).
  - Say, "You read \_\_\_\_\_ words correctly!"
- Dismiss the student or continue with other scheduled assessments.

## STEP 5

- For each set, total the number of words in each column, and record the total in the appropriate boxes for Set 1 and Set 2:
  - Read Automatically (A)
  - Read with Effort (E)
  - Misread, then Self-Corrected (target word circled and marked with SC)

## STEP 6

- Total the words read correctly on the recording form (Sets 1 and 2):
  - Add together the total number of words read correctly in Sets 1 and 2 (Words Read Automatically and Words Read with Effort). Record this number at the bottom of the Recording Form in the Total Words Read Correctly (Set 1 + Set 2) box.
- Remember, self-corrections **DO** count as errors, so those should not be counted in the Total Words Read Correctly box.

## Scoring Guidelines

Sight Word Surveys can now be entered into the Grouping Matrix. If your school has an account, simply scroll down on the Student Record page. Results can be entered through Live Assess or Enter New Score. If you utilize Live Assess, it will score and enter the results into the Student Record for you. The Student Record will also tell you where the student is at mastering sight words according to the sight word levels.

If you need access to the Grouping Matrix please email us at [groupingmatrix@reallygreatreading.com](mailto:groupingmatrix@reallygreatreading.com) with your State, District and School names. Follow the guidelines and examples below for scoring the students' responses to the sight words on the survey by hand.

### SCORING WORDS IN SENTENCES (SET 1)

Score the words read correctly in sentences (Set 1) by placing a checkmark (✓) next to the word in the appropriate box. The boxes are labeled A for Read Automatically and E for Read with Effort. See example 1 below.

If a student misreads a word in one of the sentences, write his incorrect response(s) on the line(s) provided to the right of the target word. See example 2 below.

If a student misreads a word in one of the sentences and then self-corrects without prompting, write his incorrect response on the line provided, and mark it with an SC. See example 3 below.

If a student skips over a word, check the box labeled NT for No Try. You may also wish to circle any words the student misreads in the grade level boxes to the right of the sentences on the recording form. This will help you easily identify any particular grade levels (Pre-Primer through 3<sup>rd</sup> Grade) of sight words with which the student struggled.

#### Example 1

The student read the sentence "They walk." accurately. The word "they" was read automatically (A), and the word "walk" was read with effort (E). Place a checkmark (✓) next to each word in the appropriate box.

#### Example 2

The student misread the word "funny" as "fun" and did not self-correct. Write "fun" on the line provided to the right of the target word.

#### Example 3

The student misread the word "so" as "such" and then self-corrected. Write "such" on the line provided to the right of the target word "so," and then circle the target word and write SC to the right of the word to indicate a self-correction.

Sight Word Fluency Survey Recording Form		PP	P	1st
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	They <input checked="" type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ walk <input type="checkbox"/> A <input checked="" type="checkbox"/> E <input type="checkbox"/> NT _____ .		they	walk
3-6	I <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ am <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____	I, funny	am, so	
	<input checked="" type="checkbox"/> SO <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT <u>such</u> SC funny <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT <u>fun</u>			
7-10	We <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ like <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ to <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ play <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ .	we, to, play	like	

## SCORING WORDS IN ISOLATION (SET 2)

Score the words read correctly in isolation (Set 2) by placing a checkmark (✓) next to the word in the appropriate column: Read Automatically or Read with Effort. Remember that self-corrections (indicated by marking with SC) **DO** count as errors. See examples 4 and 5 below.

If a student skips over a word, write NT, for No Try, next to the target word.

If a student misreads a word in isolation, write the incorrect response(s) in the Words Read Incorrectly column. See example 6 below.

### Example 4

The student read the words “look,” “down,” and “see” accurately. The word “look” was read with effort, the word “down” was read automatically, and the word “see” was read with effort. Place a checkmark (✓) in the appropriate column for each word.

### Example 5

The student misread the word “there” as “they” and then self-corrected. Write the word “they” in the Read Incorrectly (I) column, and mark with an SC to indicate a self-correction.

### Example 6

The student misread the word “now” as “no” and did not self-correct. Write the incorrect response in the Read Incorrectly (I) column.

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
4	Pie-Primer	36 look		✓	
		37 down	✓		
		38 see		✓	
5		39 make			
6	Primer	40 there	they SC		
		41 now	no		
		42 all			
		43 out			

## Sight Word Skill Levels

The following guidelines can be used to determine a student's level of proficiency with the sight words on the Sight Word Fluency Survey. These are basic guidelines based upon the number of words at each grade level on the survey. Note that the survey only assesses students' proficiency with the specific words that have been included in the sentences and in isolation. There may be many sight words not included on the survey that a student has already mastered. The survey is simply meant to paint a broad and general picture of a student's proficiency with sight words at various grade levels. Below is a breakdown of the number of words from each level on the surveys.

<b>Pre-Primer: 25 words</b>	<b>Primer: 25 words</b>	<b>1<sup>st</sup> Grade: 50 Words</b>	<b>2<sup>nd</sup> Grade*: 50 Words</b>	<b>3<sup>rd</sup> Grade*: 50 Words</b>
Pre-Primer – 25	Pre-Primer – 8 Primer – 17	Pre-Primer – 12 Primer – 13 1 <sup>st</sup> Grade – 25	Pre-Primer – 7 Primer – 9 1 <sup>st</sup> Grade – 9 2 <sup>nd</sup> Grade – 25	Pre-Primer – 7 Primer – 5 1 <sup>st</sup> Grade – 6 2 <sup>nd</sup> Grade – 7 3 <sup>rd</sup> Grade – 25

Assessment Name	Beginning of Year			Middle of Year			End of Year		
	Emerging	Approaching	Established	Emerging	Approaching	Established	Emerging	Approaching	Established
Kinder Pre-Primer	0-25%	25%-60%	>60%	0-45%	45%-75%	>75%	0-75%	75%-90%	>90%
Kinder Primer	0-25%	25%-60%	>60%	0-45%	45%-75%	>75%	0-75%	75%-90%	>90%
1 <sup>st</sup> Grade	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%
2 <sup>nd</sup> Grade*	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%
3 <sup>rd</sup> Grade*	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%

\*The 2<sup>nd</sup> and 3<sup>rd</sup> Grade Sight Word Surveys are available in the complimentary Sight Word Surveys packet. You can download this packet at [www.reallygreatreading.com](http://www.reallygreatreading.com).

## Utilizing the Results to Drive Instruction

Instructional Recommendations:

- You may wish to provide explicit instruction in reading with automaticity the specific words on the survey that a student has not mastered.
- You may wish to create flash cards with the words that students read incorrectly on the survey to provide students with additional practice.
- You may wish to ask students to read additional words from the Dolch 220 list to determine if they have mastered sight words other than those on this survey.
- You can also use the survey results as a guide for identifying the grade levels of the Dolch 220 sight word list with which a student needs more practice.

If you observe students reading the words on this survey accurately but slowly, this is an indication that students should work on the speed with which they can recognize sight words. You can do this by utilizing flash cards and speed drills or through the Heart Word activities on *Countdown Online*, *Blast Online*, and *HD Word Online*.

You should take note of students who consistently read sight words incorrectly and then self-correct. These students may need additional practice with slowing down and paying attention to every word, including sight words, while reading connected text.

## Words and Sentences to Read

### Set 1

1. I see.
2. Look down.
3. Run to me.
4. Can you help?
5. Where is it?
6. Come jump and play.

---

### Set 2

said

for

go

the

we

little

here

not

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY **PRE-PRIMER**

**Set 1**

Sight Word Fluency Survey Recording Form				
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ see <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
3-4	Look <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ down <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
5-7	Run <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ me <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
8-10	Can <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ you <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ help <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?			
11-13	Where <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ is <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ it <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?			
14-17	Come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ jump <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ and <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ play <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	<b>Total SC _____</b> (Self-correction)
<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow				

**Set 2**

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	18 said				
	19 for				
	20 go				
Primer	21 the				
	22 we				
	23 little				
	24 here				
	25 not				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	

## Words and Sentences to Read

### Set 1

1. I went in.
2. Did they eat?
3. She will jump.
4. Please come here now.
5. He was under there.

---

### Set 2

one

my

away

out

all

that

but

with

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY

PRIMER

Set 1

Sight Word Fluency Survey Recording Form				PP	P
Check appropriate box below. Circle target word for self-corrections (SC).					
1-3	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ went <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ in <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			I, in	went
4-6	Did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ they <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ eat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?				did, they, eat
7-9	She <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ jump <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			jump	she, will
10-13	Please <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ here <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ now <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			come, here	please, now
14-17	He <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ was <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ under <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ there <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.				he, was, under, there
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	Total SC _____ (Self-correction)	<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	18 one				
	19 my				
	20 away				
Primer	21 out				
	22 all				
	23 that				
	24 but				
	25 with				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	

## Words and Sentences to Read

### Set 1

1. They walk.
2. I am so old.
3. We like to fly.
4. When will his ride come?
5. What could he take?
6. Just let me know.
7. She did not ask him again.
8. Then help her after you stop.

---

### Set 2

look	down	where
here	all	out
have	over	of
were	think	any
going	some	every

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY 1ST GRADE

Set 1

Sight Word Fluency Survey Recording Form		PP	P	1st
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	They <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ walk <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .		they	walk
3-6	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ am <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ old <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	I	am, so	old
7-10	We <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ like <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ fly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	we, to	like	fly
11-15	When <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ his <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ride <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?	come	will, ride	when, his
16-19	What <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ could <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ he <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ take <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?		what, he	could, take
20-23	Just <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ let <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ me <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ know <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	me		just, let, know
24-29	She <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ not <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ask <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ him <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ again <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	not	she, did	ask, him, again
30-35	Then <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ help <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ her <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ after <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ you <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ stop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	help, you		then, her, after, stop
<b>Total Set 1 Words Read Correctly (A + E)</b> _____		<b>Total A</b> _____	<b>Total E</b> _____	<b>Total SC</b> _____ (Self-correction)
<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I				

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	36 look				
	37 down				
	38 where				
	39 here				
Primer	40 all				
	41 out				
	42 have				
1st Grade	43 over				
	44 of				
	45 were				
	46 think				
	47 any				
	48 going				
	49 some				
	50 every				
<b>Total Set 2 Words Read Correctly (A + E)</b> _____		<b>Total SC</b> _____ (Self-correction)	<b>Total A</b> _____	<b>Total E</b> _____	<b>Observations:</b> <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I
<b>Total Words Read Correctly (Set 1 &amp; Set 2)</b> _____		<b>Total Words Self-corrected (Set 1 &amp; Set 2)</b> _____	<b>Total Words Read Automatically (Set 1 &amp; Set 2)</b> _____	<b>Total Words Read with Effort (Set 1 &amp; Set 2)</b> _____	<input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I

# Letter Knowledge Survey: Letter Sounds (Optional)

## Summary Directions

### TARGET AUDIENCE & PURPOSE

- Letter-sound fluency is a precursor to decoding. Students who struggle with decoding often have not mastered their letter sounds with automaticity and fluency.
- Give the Letter Sounds Survey to emerging readers or students who make 8 or more Initial Consonant, Final Consonant, and/or Digraph Errors or who do not attempt to read 5 or more words (No Try) on the BOY 1 forms of the Foundational Skills Survey or on page 1 of the MOY1 or EOY1 forms.
- This survey allows for quick identification of the letter sounds a student knows.
- Form B of the Letter Sounds Survey is available on p. 56 of this packet. This parallel form can be used for progress monitoring or to retest students as necessary.

### WHAT IS ASSESSED

Student's ability to identify the sounds spelled by the 21 uppercase and lowercase consonant letters of the alphabet, the five short vowel sounds, and six common consonant digraphs

### MATERIALS

- Letter Sounds Survey – Recording & Scoring Form (see page 39)
- Letter Sounds Survey Student Page (see page 38)
- Pen or pencil

### ADMINISTRATION

- Give student a copy of the Letter Sounds Student Page.
- See page 37 for suggested administration script.

### NOTE

- The correct answers for the vowel letters are the short vowel sounds.
- Hard c (the sound /k/ as in **cat**) and hard g (the sound /g/ as in **goat**) are the correct answers for letters **c** and **g**.
- If student gives correct long vowel sounds for any of the vowel letter or the soft c (/s/) or soft g (/j/) sounds for **c** or **g**, prompt with:
  - "Do you know any others sounds that letter spells?"
- If student gives a letter name, prompt with:
  - "That is a letter name. Do you know the sound this letter makes?"
- If the student gives the individual sounds of the letters in a digraph, prompt with:
  - "Do you know the sound these letters make when they are together?"

### RECORDING

Use the appropriate box on the Recording & Scoring Form (see examples on page 37):

- Place a checkmark (✓) next to each letter sound student says correctly (**Example 1**).
- For errors, record exactly what student says next to the correct letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for No Try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row in the space provided.
- Self corrections do not count as errors.
- Total all correct responses in the Total Number Correct box.

Letter Sounds						Number Correct	
	b ✓	s ✓	f ✓	j ✓	e /i/	4 / 5	
1	r ✓	n <small>said letter name</small>	u ✓	a ✓	t ✓	4 / 5	
	i ✓	c ✓	y ✓	l ✓	o ✓	5 / 5	
	h ✓	p ✓	d /b/ /p/	z ✓	k ✓	4 / 5	
3	x ✓	g ✓	v /w/ /se	m ✓	w ✓	qu ✓	6 / 6
	ch ✓	NT sh	ck ✓	th ✓	wh ✓	ph ✓	5 / 6
Observations:						Total Number Correct	
						28 / 32	

Administration Script for Letter Sounds Survey

STEP 1

- Give student the page titled "Letter Sounds Survey: Lowercase."

STEP 2

- Introduce survey to student. Say:
  - I am going to ask you to tell me the sounds that these letters make.
  - I won't time you.
  - It is more important to say the sounds accurately than fast.
  - Please say the sounds slowly enough that I can take notes.

STEP 3

- Guide student to say the letter sounds. Point to the first letter and say:
  - Please tell me the sounds these letters make, one at a time.
  - Start here (point to the first letter) and move across the page (point to the last letter in the first row).

STEP 4

- Optional—Tell the student how many letter sounds he or she said correctly.
  - Count the number of checkmarks for letter sounds said correctly. Remember to include self-corrections as correct responses.
  - Say, "You said \_\_\_\_\_ letter sounds correctly!"
- Dismiss the student or continue with other scheduled assessments.

STEP 5

- Total the number of letter sounds said correctly in each row, and record the totals at the end of each row.
- Add together the number correct from each row, and record the total number of letters named correctly in the Total Number Correct space at the bottom of the scoring box.
- Remember, self-corrections **do not** count as errors.

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t

ch sh ck th wh qu

Name \_\_\_\_\_ Grade \_\_\_\_\_

Age \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

**Letter Sounds (Form A)**

						Number Correct
/ā/	/ē/	/ī/	/ō/	/ū/		/ 5
/k/	/b/	/g/	/n/	/j/		/ 5
/l/	/m/	/r/	/s/	/v/		/ 5
/w/	/f/	/y/	/z/	/p/		/ 5
/k/	/ks/	/d/	/h/	/t/		/ 5
/ch/	/sh/	/k/	/th/	/w/	/kw/	/ 6
Observations:						Total Number Correct
						<b>/ 31</b>

# Letter Knowledge Survey: Letter Names (Optional)

## Summary Directions

### TARGET AUDIENCE & PURPOSE

- Consider administering the Letter Names Survey to students who do not demonstrate mastery of their letter sounds. Students who do not demonstrate automaticity with identification of letter sounds may be experiencing difficulty with letter name fluency.
- Give the Letter Names Survey to emerging readers or students who score in the Low skill level range on the Letter Sounds survey (see page 45 for benchmarks).
- This survey allows for quick identification of the letter names a student knows using both lowercase and/or uppercase letters.
- Form B of the Letter Names Survey is available on p. 56 of this packet. This parallel form can be used for progress monitoring or to retest students as necessary.

### WHAT IS ASSESSED

Student's ability to identify and name the 26 uppercase and lowercase letters of the alphabet

### MATERIALS

- Letter Names Survey – Recording & Scoring Form (see page 44)
- Letter Names Survey: Lowercase and/or Letter Names Survey: Uppercase – Student Page (see pages 44-45)
- Pen or pencil

### ADMINISTRATION

- Give student a copy of the appropriate student page – Letter Names: Lowercase or Letter Names: Uppercase.
- See page 41 for suggested administration script.

### NOTE

If student gives a letter sound, prompt with: "That is a letter sound. Do you know the name of this letter?"

### RECORDING

Use the appropriate box (lowercase or uppercase) on the Recording & Scoring Form (see examples on page 41):

- Place a checkmark (✓) next to each letter student names correctly (Example 1).
- For errors, record exactly what student says next to the correct letter (Example 2).
- Record all incorrect attempts (Example 3).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (Example 4).
- Cross out the response and write NT for No Try or "I don't know" if the student makes no attempt to name a letter (Example 5).
- Record additional comments and observations in the space provided.

### SCORING

After administration:

- Tally correct responses for each row in the space provided.
- Self-corrections do not count as errors.
- Total all correct responses in the Total Number Correct box.

Letter Names: Lowercase						Number Correct
<u>1</u> c ✓	<u>3</u> b d p	i ✓	<u>4</u> g j se	n ✓		3 / 5
a ✓	j ✓	l ✓	m ✓	r ✓		5 / 5
s /s/	v ✓	e ✓	w /w/	f ✓		3 / 5
u ✓	y ✓	z ✓	p ✓	k ✓		5 / 5
x ✓	o ✓	d ✓	h ✓	t ✓	NT q	5 / 6
Observations:						Total Number Correct
2						5
						21 / 26

## Administration Script for Letter Names Survey

### STEP 1

- Give student the page titled "Letter Names Survey: Lowercase" or "Letter Names Survey: Uppercase."

### STEP 2

- Introduce survey to student. Say:
  - I am going to ask you to tell me the names of these letters.
  - I won't time you.
  - It is more important to say the names accurately than fast.
  - Please say the names slowly enough that I can take notes.

### STEP 3

- Guide student to name the letters. Point to the first letter and say:
  - Please tell me the names of these letters one at a time.
  - Start here (point to the first letter) and move across the page (point to the last letter in the first row).

### STEP 4

- Optional—Tell the student how many letters he or she named correctly.
  - Count the number of checkmarks for letters named correctly. Remember to include self-corrections as correct responses.
  - Say, "You named \_\_\_\_\_ letters correctly!"
- Dismiss the student or continue with other scheduled assessments.

### STEP 5

- Total the number of letters named correctly in each row, and record the totals at the end of each row.
- Add together the number correct from each row, and record the total number of letters named correctly in the Total Number Correct space at the bottom of the scoring box.
- Remember, self-corrections **do not** count as errors.

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t q

Letter Names Survey: Uppercase  
Student Page

O A E U I

Y W P M J

S Z D F T

G N B R K

C L Q H V X

Name \_\_\_\_\_ Grade \_\_\_\_\_

Age \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

**Letter Names: Lowercase (Form A)**

Letter Names: Lowercase (Form A)							Number Correct
a	e	i	o	u			/ 5
c	b	g	n	j			/ 5
l	m	r	s	v			/ 5
w	f	y	z	p			/ 5
k	x	d	h	t	q		/ 6

Observations:

Total Number Correct
<b>/ 26</b>

**Letter Names: Uppercase (Form A)**

Letter Names: Uppercase (Form A)								Number Correct
O	A	E	U	I				/ 5
Y	W	P	M	J				/ 5
S	Z	D	F	T				/ 5
G	N	B	R	K				/ 5
C	L	Q	H	V	X			/ 6

Observations:

Total Number Correct
<b>/ 26</b>

## Benchmarks by Grade and Phase of Year

### Letter Sounds Survey

Grade & Phase of Year	Skill Level		
	Emerging	Approaching	Established
BOY1	0-21	22-25	26-31
MOY1	0-22	23-27	28-31
EOY1	0-25	26-29	30-31
2+	0-27	28-29	30-31

### Letter Names Survey

Grade & Phase of Year	Skill Level		
	Emerging	Approaching	Established
BOY1	0-20	21-24	25-26
MOY1	N/A	N/A	26
EOY1	N/A	N/A	26
2+	N/A	N/A	26

## Words and Sentences to Read

Set 1

sob	leg	run	bit	tab
chess	duck	mash	shed	bath
grid	stem	clam	flop	bump

---

Set 2

1. The bug was on its raft.
2. Did the moth nap at dusk?
3. I want to rest in the back shed.

---

Set 3

rop	teb	gaf	bim	lum
chup	pesh	bith	zock	whap
snat	tesk	crid	somp	fust

Student \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

BOY1b

## Observations

(Check the appropriate boxes:)

Reads sound by sound, then blends words

Possible b/d or b/p reversal

Quick to guess

Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
CVC	1	sob					NA					NA	NA
	2	leg					NA					NA	NA
	3	run					NA					NA	NA
	4	bit					NA					NA	NA
	5	tab					NA					NA	NA
Digraphs	6	chess					NA		NA				NA
	7	duck					NA			NA			NA
	8	mash					NA			NA			NA
	9	shed					NA		NA				NA
	10	bath					NA			NA			NA
Blends	11	grid					NA					NA	
	12	stem					NA					NA	
	13	clam					NA					NA	
	14	flop					NA					NA	
	15	bump					NA					NA	
Set 1 Words Read Correctly													
Sentences	16	The <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> bug <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> was <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	19	on <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> its <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> raft <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/>											
	22	Did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> moth <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
	25	nap <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> at <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> dusk <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ? <input type="checkbox"/>											
	27	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> want <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
33	rest <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> in <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>												
33	back <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> shed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/>												
Set 2 Words Read Correctly													
CVC	36	rop					NA					NA	NA
	37	teb					NA					NA	NA
	38	gaf					NA					NA	NA
	39	bim					NA					NA	NA
	40	lum					NA					NA	NA
Digraphs	41	chup					NA		NA				NA
	42	pesh					NA			NA			NA
	43	bith					NA			NA			NA
	44	zock					NA			NA			NA
	45	whap					NA		NA				NA
Blends	46	snat					NA					NA	
	47	tesk					NA					NA	
	48	crid					NA					NA	
	49	somp					NA					NA	
	50	fust					NA					NA	
Set 3 Words Read Correctly													
						Total Errors from Sets 1-3							

## Words and Sentences to Read

Set 1

pot	den	nut	wig	bag
shell	luck	moth	chap	wish
ramp	send	fond	bulb	fist

---

Set 2

1. Val's pin is in her tan bag.
2. Thad saw her pack that on top.
3. Prim will skip to the shop.

---

Set 3

tog	meb	lat	yiz	gup
vock	gath	mish	nuck	chep
claz	neld	stip	clob	nust

## Words and Sentences to Read

Set 4

boat	mule	team
shake	beach	roach
pride	crate	stain

---

Set 5

1. The ape drove a coach.
2. Please paint and glaze the broken frame.

---

Set 6

onset	contact	catnip
mistake	beanpole	sunshade

---

Set 7

radnex	inslep	hathpate
--------	--------	----------

Student \_\_\_\_\_ Grade \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

MOY1b

Examiner \_\_\_\_\_ Date \_\_\_\_\_

## Observations

(Check the appropriate boxes:)

Reads sound by sound, then blends words

Possible b/d or b/p reversal

Quick to guess

Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend	
CVC	1	pot					NA					NA	NA	
	2	den					NA					NA	NA	
	3	nut					NA					NA	NA	
	4	wig					NA					NA	NA	
	5	bag					NA					NA	NA	
Digraphs	6	shell					NA		NA				NA	
	7	luck					NA			NA			NA	
	8	moth					NA			NA			NA	
	9	chap					NA		NA				NA	
	10	wish					NA			NA			NA	
Blends	11	ramp					NA					NA		
	12	send					NA					NA		
	13	fond					NA					NA		
	14	bulb					NA					NA		
	15	fist					NA					NA		
Set 1 Words Read Correctly														
Sentences	16	Val's <input type="checkbox"/> _____ pin <input type="checkbox"/> _____ is <input type="checkbox"/> _____											NA	
	22	in <input type="checkbox"/> _____ her <input type="checkbox"/> _____ tan <input type="checkbox"/> _____												
	23	bag <input type="checkbox"/> _____ . <input type="checkbox"/>												
	29	Thad <input type="checkbox"/> _____ saw <input type="checkbox"/> _____ her <input type="checkbox"/> _____												NA
30	pack <input type="checkbox"/> _____ that <input type="checkbox"/> _____ on <input type="checkbox"/> _____													
35	top <input type="checkbox"/> _____ . <input type="checkbox"/>													
30	Prim <input type="checkbox"/> _____ will <input type="checkbox"/> _____ skip <input type="checkbox"/> _____													
35	to <input type="checkbox"/> _____ the <input type="checkbox"/> _____ shop <input type="checkbox"/> _____ . <input type="checkbox"/>													
Set 2 Words Read Correctly														
CVC	36	fog					NA					NA	NA	
	37	meb					NA					NA	NA	
	38	lat					NA					NA	NA	
	39	yiz					NA					NA	NA	
	40	gup					NA					NA	NA	
Digraphs	41	vock					NA			NA			NA	
	42	gath					NA			NA			NA	
	43	mish					NA			NA			NA	
	44	nuck					NA			NA			NA	
	45	chep					NA		NA				NA	
Blends	46	claz					NA					NA		
	47	neld					NA					NA		
	48	stip					NA					NA		
	49	clob					NA					NA		
	50	nust					NA					NA		
Set 3 Words Read Correctly														
						Total Errors from Sets 1-3								

Student \_\_\_\_\_ Grade \_\_\_\_\_

# FOUNDATIONAL SKILLS ASSESSMENT

MOY1b

Examiner \_\_\_\_\_ Date \_\_\_\_\_

### Observations

(Check the appropriate boxes:)

- Reads sound by sound, then blends words       Possible b/d or b/p reversal       Quick to guess       Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
Long Vowels	1	boat					NA				NA		NA	NA
	2	mule					NA				NA		NA	NA
	3	team						NA			NA		NA	NA
Digraphs	4	shake					NA		NA		NA			NA
	5	beach					NA			NA	NA			NA
	6	roach					NA	NA		NA	NA			NA
Blends	7	pride					NA				NA		NA	
	8	crate					NA				NA		NA	
	9	stain					NA				NA		NA	
Set 4 Words Read Correctly														
Sentences	10	The <b>AES</b> _____ ape <b>AES</b> _____ drove <b>AES</b> _____									NA			
	14	a <b>AES</b> _____ coach <b>AES</b> _____ . <input type="checkbox"/>												
	15	Please <b>AES</b> _____ paint <b>AES</b> _____ and <b>AES</b> _____												
	21	glaze <b>AES</b> _____ the <b>AES</b> _____ broken <b>AES</b> _____ frame <b>AES</b> _____ . <input type="checkbox"/>												NA
Set 5 Words Read Correctly														
2 Closed Syllables	22	on-set					NA					NA	NA	NA
	23	con-tact					NA					NA	NA	
	24	cat-nip					NA					NA	NA	NA
Advanced 2 Syllable Words	25	mis-take					NA						NA	NA
	26	bean-pole					NA				NA		NA	NA
	27	sun-shade					NA							NA
Set 6 Words Read Correctly														
Nonsense 2 syllable words	28	rad-nex					NA					NA	NA	NA
	29	in-slep					NA		NA			NA	NA	
	30	hath-pate					NA							NA
Set 7 Words Read Correctly														
						Total Errors from Sets 4-7								

### Observations

(Check the appropriate boxes:)

- Adds and omits syllables       Possible b/d or b/p reversal       Quick to guess       Slow

If you are using the Grouping Matrix, total the Errors from both pages here and enter these values into the database.	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
Total Errors by Type from Sets 1-7									

## Words and Sentences to Read

Set 1

rob	set	lug	fin	rag
when	mock	tack	whim	such
blot	wept	damp	spun	disk

---

Set 2

1. Ron may hunt for the brush.
2. Ship the black dish to the camp.
3. Mom can spend cash to see fish.

---

Set 3

fon	sef	gat	pim	wup
pash	muth	bosh	leck	whib
zulk	felp	crax	lond	bist

## Words and Sentences to Read

Set 4

teal	fine	rode
sheep	teach	chain
bloat	plate	quaint

---

Set 5

1. Dave's tribe wants to sleep.
2. I need to speak to the bride.

---

Set 6

mascot	backlash	subject
online	braided	inflate

---

Set 7

exchap	pontump	simpote
--------	---------	---------

**Observations**

(Check the appropriate boxes:)

- Reads sound by sound, then blends words       Possible b/d or b/p reversal       Quick to guess       Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend
CVC	1	rob					NA					NA	NA
	2	set					NA					NA	NA
	3	lug					NA					NA	NA
	4	fin					NA					NA	NA
	5	rag					NA					NA	NA
Digraphs	6	when					NA		NA				NA
	7	mock					NA			NA			NA
	8	tack					NA			NA			NA
	9	whim					NA		NA				NA
	10	such					NA			NA			NA
Blends	11	blot					NA					NA	
	12	wept					NA					NA	
	13	damp					NA					NA	
	14	spun					NA					NA	
	15	disk					NA					NA	
Set 1 Words Read Correctly													
Sentences	16	Ron <b>AES</b> _____ may <b>AES</b> _____ hunt <b>AES</b> _____											
	22	for <b>AES</b> _____ the <b>AES</b> _____ brush <b>AES</b> _____ . <input type="checkbox"/>											
	23	Ship <b>AES</b> _____ the <b>AES</b> _____ black <b>AES</b> _____											
	29	dish <b>AES</b> _____ to <b>AES</b> _____ the <b>AES</b> _____											
	35	camp <b>AES</b> _____ . <input type="checkbox"/>											
CVC	36	fon					NA					NA	NA
	37	sef					NA					NA	NA
	38	gat					NA					NA	NA
	39	pim					NA					NA	NA
	40	wup					NA					NA	NA
Digraphs	41	pash					NA			NA			NA
	42	muth					NA			NA			NA
	43	bosh					NA			NA			NA
	44	leck					NA			NA			NA
	45	whib					NA		NA				NA
Blends	46	zulk					NA					NA	
	47	felp					NA					NA	
	48	crax					NA					NA	
	49	lond					NA					NA	
	50	bist					NA					NA	
Set 2 Words Read Correctly													
Set 3 Words Read Correctly													
						Total Errors from Sets 1-3							

**Observations**

(Check the appropriate boxes:)

- Reads sound by sound, then blends words       Possible b/d or b/p reversal       Quick to guess       Slow

	Total Correct =	Read Automatically	Read Correctly with Effort	Misread, then Self-Corrected	Misread: Record exact response(s)	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
Long Vowels	1	teal					NA				NA		NA	NA
	2	fine					NA				NA		NA	NA
	3	rode					NA				NA		NA	NA
Digraphs	4	sheep					NA		NA		NA			NA
	5	teach					NA			NA	NA			NA
	6	chain					NA		NA		NA			NA
Blends	7	bloat					NA				NA		NA	
	8	plate					NA				NA		NA	
	9	quaint					NA				NA		NA	
Set 4 Words Read Correctly														
Sentences	10	Dave's <input type="checkbox"/> tribe <input type="checkbox"/> wants <input type="checkbox"/>												
	14	to <input type="checkbox"/> sleep <input type="checkbox"/> . <input type="checkbox"/>												
	15	I <input type="checkbox"/> need <input type="checkbox"/> to <input type="checkbox"/>												
Advanced 2 Syllable Words	22	mas-cot					NA					NA	NA	NA
	23	back-lash					NA			NA		NA		NA
	24	sub-ject					NA					NA	NA	
Nonsense 2 syllable words	25	on-line					NA						NA	NA
	26	braid-ed					NA						NA	
	27	in-flate					NA						NA	
Set 6 Words Read Correctly														
Nonsense 2 syllable words	28	ex-chap					NA		NA				NA	NA
	29	pon-tump					NA						NA	NA
	30	sim-pote					NA						NA	NA
Set 7 Words Read Correctly														
						Total Errors from Sets 4-7								

**Observations**

(Check the appropriate boxes:)

- Adds and omits syllables       Possible b/d or b/p reversal       Quick to guess       Slow

	No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Long Vowel	Digraph	Blend
If you are using the Grouping Matrix, total the Errors from both pages here and enter these values into the database.									
Total Errors by Type from Sets 1-7									

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Assessor \_\_\_\_\_

### Letter Sounds

Letter Sounds						Number Correct
/ō/	/ī/	/ū/	/ā/	/ē/		
/b/	/h/	/v/	/n/	/k/		
/j/	/p/	/w/	/d/	/k/		
/t/	/ks/	/f/	/r/	/l/		
/y/	/g/	/m/	/s/	/z/		
/sh/	/w/	/th/	/ch/	/k/	/kw/	

Comments:

Skill Level			Number Correct
Low	Emerging	Established	
<b>0-21</b>	<b>22-28</b>	<b>29-31</b>	<b>/31</b>

### Letter Names: Lowercase

Letter Names: Lowercase						Number Correct
o	i	u	a	e		
b	h	v	n	c		
j	p	w	d	k		
t	x	f	r	l		
y	g	m	s	z	q	

Comments:

Skill Level			Number Correct
Low	Emerging	Established	
<b>0-16</b>	<b>17-24</b>	<b>25-26</b>	<b>/26</b>

### Letter Names: Uppercase

Letter Names: Uppercase						Number Correct
I	U	O	E	A		
F	J	M	Q	Z		
K	P	T	X	D		
R	H	S	G	N		
B	V	L	W	Y	C	

Comments:

Skill Level			Number Correct
Low	Emerging	Established	
<b>0-16</b>	<b>17-24</b>	<b>25-26</b>	<b>/26</b>

Letter Sounds Survey  
Student Page

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z

sh wh th ch ck qu

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z q

Letter Names Survey: Uppercase  
Student Page

I U O E A

F J M Q Z

K P T X D

R H S G N

B V L W Y C

# Really Great Reading's Phonics Suite

Really Great Reading's Phonics Suite provides a comprehensive set of tools to diagnose, group and teach students with weaknesses in their foundational reading skills and beginning readers who are starting to learn these skills. Our complimentary assessments (the Diagnostic Decoding Surveys, 1st Grade Foundational Skills Surveys, Kindergarten Foundational Skills Surveys, and Pre-Decoding Survey) help educators identify students with decoding issues contributing to comprehension weaknesses. Our complimentary online data management system (Grouping Matrix) uses data to group students according to their decoding strengths and weaknesses. Our lessons (Countdown, Blast, HD Word, Phonics Boost, and Phonics Blitz) help prevent and remediate decoding weaknesses in students of all ages. For more information, please visit Really Great Reading's website [www.reallygreatreading.com](http://www.reallygreatreading.com) or call us at 866.401.READ (7323). RGR's complimentary Grouping Matrix™ is an easy way to use the results from the Diagnostic Decoding Surveys to group students according to their specific decoding weaknesses.



## The Grouping Matrix

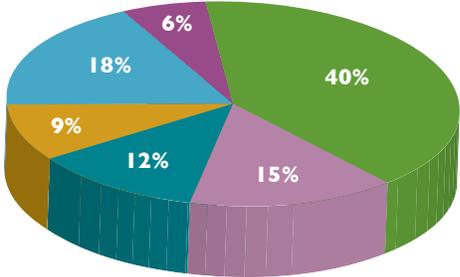
The Grouping Matrix is a web-based, password protected computer program that groups students according to the type and depth of their decoding abilities and weaknesses. The Grouping Matrix has direct online data entry, with immediate reports that group students and recommend instruction.

The Grouping Matrix places a student into one of six groups, based on the degree of decoding strengths and weaknesses identified by scores from an oral reading fluency and the Foundational Skills Surveys.

The Grouping Matrix also provides instructional recommendations for each group of students and allows you to track both individual and group progress. (Refer to chart below for grouping categories.) When applicable, the instructional recommendations include materials that RGR publishes.

The list below shows the six groups students may be placed in.

- At or above expectations (40%)
- Slightly below expectations (15%)
- Moderately below expectation (12%)
- Significantly below expectations (9%)
- Severely below expectations (18%)
- Emerging Reader (6%)



To request a username and password for the Grouping Matrix, email [groupingmatrix@reallygreatreading.com](mailto:groupingmatrix@reallygreatreading.com) with the following information: primary user's name, primary user's email address, state, school district, and school or organization name. If you have questions about the Grouping Matrix, call 866.401.7323.