

Level A Unit 1 formative assessment

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

Read this document in its entirety before administering the assessment.

Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.

- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 – 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.

Administration directions: Level A Unit 1

Teacher	Student
<p>Do: Pass out a “Student answer form” and a pencil to each student.</p> <p>Say: “Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned how to read and write words that have a vowel consonant pattern. Right now you have the opportunity to show me how much you’ve learned.”</p>	<p>Students write their name and date on their “Student answer form”.</p>
<p>Say: “I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in.”</p> <p>Do: Model writing “in” on the line as students are expected to by sounding out short i and /n/.</p> <p>Say: “That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”</p>	<p>Students pick up their pencils.</p>
<p>Say: “Number 1. at. at. I looked at the picture. at. Number 2. am. am. I am your teacher. am. Number 3. it. it. Did you put it away? it. Number 4. on. on. The book is on the table. on. Number 5. up. up. The cat ran up the tree. up. Number 6. us. us. Want to come with us? us.”</p>	<p>Students write the words as they are dictated.</p>

<p>Number 7. if. if. Wash your hands if you want a snack. if.</p> <p>Number 8. as. as. You're as focused as a doctor. as.</p> <p>Number 9. Ed. Ed. Ed ran the race. Ed.</p> <p>Number 10. an. an. I saw an owl in the tree. an."</p>	
<p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. When you are reading a word with a vowel consonant pattern, like all the words you just wrote, what vowel sound do you use?"</p> <p>Do: Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.</p>	<p>Students answer the last question.</p>
<p>Say: "Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"</p> <p>Do: Collect students' Answer forms.</p>	<p>Students pass in their Answer forms.</p>

Scoring and analyzing

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A–F below.

A. Check the spelling of the 10 words:

- a. If the student spelled the word correctly, leave a check mark.
- b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- c. Tally the number of words spelled correctly.

B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- a. For any sound represented with the correct spelling, do nothing.
- b. Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule.
- c. Cross out any sounds that are incorrect (e.g. using “z” instead of “s”).
- d. Add any insertions using a carrot mark (e.g. adding an erroneous “b” to the word).

For example, the word “at” is spelled a-t and sounds like /ă/ /t/.
Did the student use a letter to represent the /ă/ sound and was it correctly an “a”?
Did the student use a letter to represent the /t/ sound and was it correctly a “t”?
Use the middle column to record.

C. Draw conclusions about the student's spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

For example, the word "as" has two sounds, /ă/ /s/. The student spelled the word, a-z.

In the middle column, the teacher crossed out the /s/ because the student used the wrong spelling.

Now, in the final column, the teacher circled the "1". This student spelled one of two sounds correctly in this word. The teacher will note that the student used a "z" to represent the /s/ sound in this word.

4. Planning for instruction

D. In the open-ended question, was the student able to articulate the phonics rule?

- If yes, write a star in the box.
- If no, cross out the text in the box.

E. Determine the student's strengths and areas of growth:

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?

- c. Did the student correctly spell the vowel sound(s)?
- d. Did the student correctly use the phonetic rules of this unit to spell the words?
- e. Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

F. Write an individual student's responsive teaching plan:

- a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
 - o Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
 - o Reteach: 60% - 80% -> reteach and review the unit's key points.
 - o Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- c. Write a responsive teaching plan: This student needs me to (how) (areas of growth), during (when), using (what).

For example, "This student needs me to spiral decoding VC words beginning with an "e", during regular RR&P lessons, using words from the Teacher Resource Pack."

Repeat steps A-F for each student's formative assessment.

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

- a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- b. Note misunderstandings that are not whole class trends.
- c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.

- d. Articulate a responsive teaching plan for addressing each misunderstanding.