The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.

C.2

1. perm
2. finger
3. candy
4. copy
5. neese
6. shreek
7. celing
8. ether
9. ego
10. resses

Student work analysis worksheet: Level C Unit 2 formative assessment

Student Name _____/_____ Date _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	perm ✓	/p/ /er/ /m/	0 1 2 ③
2.	finger ✓	/f/ /ĭ/ /n/ /g/ /er/	0 1 2 3 4 ⑤
3.	candy ✓	/k/ /ă/ /n/ /d/ /ē/	0 1 2 3 4 ⑤
4.	copy ✓	/k/ /ŏ/ /p/ /ē/	0 1 2 3 ④
5.	niece — neese	/n/ ⓔ ⓢ	0 ① 2 3
6.	shriek — shreek	/sh/ /r/ ⓔ /k/	0 1 2 ③ 4
7.	ceiling — celing	/s/ ⓔ /l/ /ĭ/ /ng/	0 1 2 3 ④ 5
8.	either — ether	/ē/ /th/ /er/	0 1 ② 3
9.	ego ✓	/ē/ /g/ /ō/	0 1 2 ③
10.	recess — resses	/r/ /ē/ /s/ /ĕ/ ⓢ	0 1 2 ③ 4 5
	__5__ /10 words	"E" at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.	

Annotations: er; *er; *consonant y; ie (soft c); ie; *ei; open syllable (soft c) double final s

Unit key points	Strengths	Areas of growth
• er • "E" at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.	• er • Consonant y • e at the end of a syllable	• ie • ei • (soft c)

Responsive teaching plan: This student needs me to (how) (areas of growth), during ( ), using (what).

How	When	What
☐ Reteach ☑ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☑ Small Groups ☐ Future units	☑ Teacher Resource Pack Word lists ☐ Raz-Plus ☐ RR&P lesson plan

(Soft c isn't a unit key point, but it has been previously taught)