

EARLY SUCCESS SCREEN:

Grade One Student Package

Comox Valley Schools



Grade One Early Success Screening and Intervention Timeline

September	October	November	December	February	April	May
Entire Class	Entire Class	Entire Class	Entire Class	Entire Class	Entire Class	Entire Class
Phonological Awareness Grade One Screen	Developmental Spelling Test	Decoding Assessment		PM Benchmark/Running Record		Developmental Spelling Test
	Letter Association/High Frequency Words					PM Benchmark/Running Record
At Risk	At Risk	At Risk	At Risk	At Risk	At Risk	At Risk
If “at risk” or difficulties occur also use the Kindergarten Phonological Awareness Screen			Letter Association/High Frequency Words (all letter sounds should be mastered)	Re-screen Phonological Awareness (Grade one and/or Kindergarten screen)		
Optional	Optional	Optional	Optional	Optional	Optional	Optional
Record of Oral Language	First Steps - Numeracy	Writing Sample			Writing Sample	
Ongoing: in-class and LST assessment “check-ins” and intervention for those students identified as being at risk.						

1. All students need daily opportunity to read books at their independent reading level (Greater than 95% accuracy).
2. Students engaged in intervention require ongoing monitoring and assessment of their response to specific interventions with appropriate adjustments to instruction, as necessary.
3. Confident readers, consistently exceeding reading expectations, may be monitored/screened less formally as you engage in classroom reading activities and lessons.
4. Benchmarking data can be recorded in MyEd BC.

PM Benchmark Instructional Reading Levels

	Grade 1					Grade 2					Grade 3			
	Not Yet	Approaching	Fully Meeting	Exceeding		Not Yet	Approaching	Fully Meeting	Exceeding		Not yet	Approaching	Fully Meeting	Exceeding
Term 1	<2	2-4	5-8	>8		<13	13-15	16-18	>18		<20	20-21	22-23	>23
Term 2	<7	7-10	11-13	>13		<16	16-17	18-20	>20		<22	22-23	24-25	>25
Term 3	<10	10-13	14-17	>17		<18	18-20	21-22	>22		<23	23-24	25-27	>27

Note: Levels 25 and above become less accurate for determining grade level achievement.

Phonological Awareness Screen

Purposes:

To determine if a student can:

- Distinguish and produce rhymes.
- Identify initial, final and medial sounds in common words.
- Blend words from syllables and phonemes.
- Segment a sentence of one syllable words, segment words into syllables and segment words into phonemes.
- Delete one word from a compound word and one phoneme from a word.

Achievement Indicators:

- Identify rhyming words in simple poems and songs.
- Auditorily discriminate and orally manipulate sounds to decode unknown words (isolating, blending, segmenting, including substituting, deleting and adding sounds).

Procedure:

Before using the phonemic awareness section of the Early Success Screen (ESS) with individual students, demonstrate the process with your whole class.

- Practice segmenting and isolating phonemes together.
- Students must be screened in a quiet place because this is an auditory task.
- At a later date rescreen only the sections where a student has received 3 or less. (**A 4/5 is considered a pass and does not warrant rescreening**).
- Fill in the results on the Grade One Phonological Awareness Summary sheet and then file.
- If “at risk” or difficulties occur also use the Kindergarten Phonological Awareness Screen

Phonological Awareness Snapshot K-3	Performance Target
Fully Meeting	0 - 1 wrong in two or less subsets
Approaching	2 or more wrong in two or more subsets
Not Yet Within (“At Risk”)	3 or more wrong in two or more subsets

Grade One Phonological Awareness Screen

If Kindergarten Phonological Awareness data is not available please administer the kindergarten screen first then proceed to the Grade One Phonological Awareness Screen.

I. Segmenting Syllables/Compound Words

Directions: “I will say a word and I want you to tap one time for **each part of the word**”
 “ba-na-na” Teacher should demonstrate by **tapping on arm** for each part of the word.

Stimulus	Response	Screen 1	Screen 2
1. cowboy	cow-boy		
2. baseball	base-ball		
3. computer	com-pu-ter		
4. watermelon	wa-ter-me-lon		
5. refrigerator	re-frig-er-a-tor		
Total		/5	/5

II. Isolating Final Phoneme/Sound

Directions: “I’m going to say a word and ask you to tell me the **end or last sound** of the word. Listen carefully.”

Demonstration Item: Say “cat.” Then ask, “What sound is at the **end** of the word cat?”

Additional Demonstration Items: dog mouse

Stimulus	Screen 1		Screen 2	
	Response	+/0	Response	+/0
1. mat				
2. fan				
3. fish				
4. ball				
5. book				
Total		/5		/5

III. Blending Phonemes

Directions: “I will say the parts of a word and you tell me the word.”

Eg: “c-a-t / d-o-g / b-l-ue”

Stimulus	Screen 1		Screen 2	
	Response	+/0	Response	+/0
1. b-oy				
2. m-a-p				
3. p-o-p				
4. t-a-p				
5. c-l-ea-n				
Total		/5		/5

IV. Segmenting Phonemes

Directions: “I will say a word and I want you to say each **sound** in the word.” “cat”

Teacher should demonstrate **by saying each phoneme.** (c-a-t)

Stimulus	Response	Screen 1	Screen 2
1. on	o – n		
2. clap	c – l – a – p		
3. seashell	s – ea – sh – e – ll		
4. plant	p – l – a- n – t		
5. slip	s – l – i- p		
Total		/5	/5

V. Deleting Phonemes

Directions: Listen - I will say a word and then leave out one of its parts. “Cat”. Now I’ll leave out “c”. What is left is “at”. Now you try: Say, “bat”. Now say it again but don’t say “b”.

(Answer: “at”). Say “black”. Now say it again but don’t say “l”. (Answer: “back”)

Stimulus	Response		Screen 1	Screen 2
1. Say <i>pat</i>	Say it again, but don’t say “p”	at		
2. Say <i>chin</i>	Say it again, but don’t say “ch”	in		
3. Say <i>slip</i>	Say it again, but don’t say “l”	sip		
4. Say <i>meat</i>	Say it again, but don’t say “t”	me		
5. Say <i>box</i>	Say it again, but don’t say “b”	ox		
Total			/5	/5

VI. Substitute Medial Sounds

Directions: “I’m going to say a word and ask you to tell me the **middle sound** of the word. Listen carefully.”

Demonstration item: Say “lid.” Then ask, “What sound is in the **middle** of the word lid?” Say it again, but this time change the middle sound to /a/. lad

Stimulus	Response		Screen 1	Screen 2
	1. Say <i>pen</i>	Say it again, but change “e” to “i”	pin	
2. Say <i>bit</i>	Say it again, but now change “i” to “a”	bat		
3. Say <i>man</i>	Say it again, but now change “a” to “oo”	moon		
4. Say <i>bank</i>	Say it again, but now change “an” to “ar”	bark		
5. Say <i>balls</i>	Say it again, but now change “all” to “ats”	bats		
Total			<i>/5</i>	<i>/5</i>

“At Risk”: three or more wrong in two or more subsets *OR* a 0 in one subset.
Consider: combination of scores. When in doubt, use professional judgment.

Letter Association and Word List

Directions For Letter Association:

It is not sufficient to say that a child knows ‘a few letters’. A child’s learning should take into account exactly what he/she knows.

To introduce the task:

- What do you call these?
- Can you find some that you know?

Pointing to each letter in horizontal lines:

- What is this one?

If a child does not respond:

Use one or more of these questions and try to avoid bias towards any one of them.

- Do you know its name?
- What sound does it make?
- Do you know a word that starts like that? (If child names a word with the correct initial sound, for example f = [phone], consider it a correct response.)

Then moving to other letters/words:

- What is this?
- And this?

If the child hesitates, start with the first letter of his name and then go to the first line.

Point to every letter in turn working across the lines. Use a masking card if necessary.

Scoring the record:

- Use the Letter Identification Score Sheet and mark the A column for an alphabetical response, the S column for sound, Record what the student says when the response is incorrect in the I.R. column (for Incorrect Response).

Score as correct:

- An alphabet name.
- A sound that is acceptable for that letter.
- A response which says “...it begins like...” giving a word for which that sound is the initial letter.
- Find the subtotals for each kind of response – alphabetical, sound and word.

(OMIT UPPER CASE SCREEN FOR TIME EFFICIENCY)

Letter Association

P S G M O Z

H A Q N W Y

U B J D F E

R X I T K C

L V

p s g m o z

h a q n w y

u b j g f e

r x i t k c

l v a d

High Frequency Word List

the	he	they	his	can
and	I	on	but	are
a	of	she	that	up
to	it	is	with	had
said	was	for	all	my
in	you	at	we	her

Letter Association Score Sheet

School:		Grade:
Name:	Birthdate:	Age:
Recorder:	Date:	Test Score:

	A	S	I.R.	W	☑ or Response	
p				the		Confusions:
s				and		
g				a		
m				to		
o				said		
z				in		
h				he		
a				I		
q				of		
n				it		
w				was		Letters Unknown:
y				you		
u				they		
b				on		
j				she		
d				is		
f				for		
e				at		
r				his		
x				but		
i				that		Comments:
t				with		
k				all		
c				we		
l				his		
v				can		
a				are		
				up		
				had		
				my		
				her		
				Totals:		Total Score:

“At Risk” in Grade One if not all letter associations are known by December.

Developmental Spelling Test (DST)

Directions:

1. Copy the DST form from the next page.
2. Say to the class:
 - a. Here are the letters of the alphabet (point to the letters across the top of the spelling paper.)
 - b. I am going to say some words and I want you to write them, but wait until I tell you where.
 - c. Just do the best you can.
 - d. First, put your finger on number one.

- | |
|--|
| 1. lap.....The baby was on her mother's lap.....lap |
| 2. sick.....The child was too sick to go to school..... sick |
| 3. pretty.....The girl had on a pretty dress..... pretty |
| 4. elephant.....We saw the elephant a the zoo..... elephant |
| 5. train... ..We took the train to our grandmother's house...train |
| 6. hunt.....On Easter, we hunt for eggs hunt |
| 7. street.....It is dangerous to play in the street street |
| 8. kissed.....The boy kissed his mother goodnightkissed |
| 9. order.....Please order me a hamburger..... order |
| 10. snowing.....When it is snowing, we wear bootssnowing |

Note:

- Make sure the student is on the right number.
- Encourage each student to put something down for each word.
- If the student simply cannot write down anything, allow him to draw a line next to the number.

Developmental Spelling Test

Name: _____ Date: _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

1.	<input type="checkbox"/>	6.	<input type="checkbox"/>
2.	<input type="checkbox"/>	7.	<input type="checkbox"/>
3.	<input type="checkbox"/>	8.	<input type="checkbox"/>
4.	<input type="checkbox"/>	9.	<input type="checkbox"/>
5.	<input type="checkbox"/>	10.	<input type="checkbox"/>

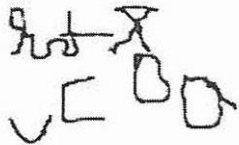
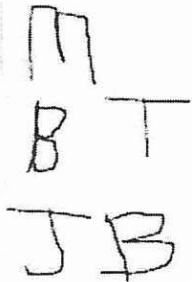


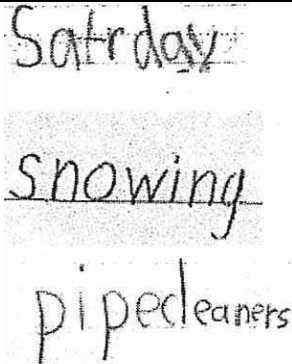
Scoring Sample: The DST is out of 60.

If a student scores 45/60 move the decimal point to left for final score.

For Example: 45/60 = 4.5 OR 55/60 = 5.5

Developmental Spelling

The Stages of Spelling Development as Measured on the Developmental Spelling Test

Stage	Examples of Spelling	Description of Development
Pre-phonetic – Pre-K		Imitate writing by scribbling, drawing, or writing. May include letter-like forms, but make no connection to sound.
Semi-Phonetic/Emergent End of K - approaching		Slowly acquire directionality of writing (left to right and top to bottom) but lack correct spacing. Begin to match speech to print. Represent whole words and syllables with initial consonants, sometimes adding final consonants. Often substitute letters that are similarly articulated, such as /b/ for /p/, /j/ for /dr/.
Phonetic/Letter Name End of Gr. 1 - approaching		Begin to represent each sound with a letter. Connect sound to letter names. Add short vowels, but continue to spell based on the place of articulation, such as /e/ for /i/. Use some consonant blends and digraphs.
Phonetic- Transitional/Within Word Pattern End of Gr.2 - approaching		Begin to use spelling patterns and parts of words to spell more complex single syllable words. Use long vowel patterns, but often confuse them, such as bote for boat.
Transitional/Conventional Syllables & Affixes End of Gr.3 - Meeting		TRANSITIONAL SPELLERS think about how words appear visually; a visual memory of spelling patterns is apparent. Spellings exhibit conventions of English orthography like vowels in every syllable, e-marker and vowel diagraph patterns, correctly spelled inflectional endings, and frequent English letter sequences. E.g.: EGIL –eagle EIGHTEE – eighty CONVENTIONAL SPELLERS develop over years of word study and writing. Instruction levels can categorize correct spelling.

(Based on Bear, D.R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. The Reading Teacher, 52(3), 222-242; and Gentry, Dr. J. Richard Gentry, The monster test: you can analyze developmental spelling...And Here's How To Do It! Early Years K-8 (May, 1985)

Developmental Scoring of Invented Spelling

Target	Level	Characteristics	Example
Pre-K	0 Pre-Phonetic	Knowledge of the alphabet is apparent through the printing of letterforms, may be interspersed with number symbols, to represent a message. No letter-sound knowledge is apparent.	FMTXBR (train) BM3GTO (candy)
K	1 Semiphonetic I	Letter-sound correspondences are beginning to be presented. Single letter responses representing some salient part of the word are made with a correct or phonetically related letter. Initial sounds may be represented with phonetically related letters.	N (train) B (pretty)
K	2 Semiphonetic II	Initial phonemes are consistently represented with the correct letter.	T (train)
End of K	3 Semiphonetic III	More than one phoneme, but not all, are represented phonetically and do not yet correspond to conventional spelling. Sounds made by the names of letters are frequently used to represent phonemes.	TAN (train) LETL (little) YET (went) HARE (cherry)
End of Gr. 1 to End of Gr. 2	4 Phonetic	Most phonemes are represented with a mix of phonetically related and conventional letters. Consonant blends may be incomplete. Vowels may not be represented. Intrusions still occur. Word endings “ed” and “ing” may be incorrectly marked or not included.	CHRAN (train) SEC (sick) HUIT (hunt) PRTE (pretty) SNOW (snowing)
End of Gr. 2 to End of Gr.3	5 Transitional	All consonant phonemes are represented with conventional letters. Vowels are represented but not conventionally. Long vowels are marked. “R’s” are preceded by vowels. Word endings “ed and ing” are represented.	TRAN (train) ORDOR (order) NIHGT (night)
	6 Correct	Spelling is Conventional.	

Originally adapted from: The Developmental Spelling Test rating scale: Tangel, D.M. & Blachman, B.C. (1995). Effect of phoneme awareness instruction on the invented spelling of first-grade children: A one-year follow-up. Journal of Reading Behavior, 27 (2), 153-185

Developmental Spelling Progression

End of Grade Level Targets	Minimal Level	Target Level	Developmental Level
September of Grade 1	<3.0	3.5	Semi-phonetic III
May of Grade 1	<4.0	4.5	Phonetic
May of Grade 2	<4.5	5.0	Phonetic - Transitional
May of Grade 3	<5.0	5.5	Transitional

Developmental Spelling Performance Targets

Performance Target	May of Gr. 1	May of Gr. 2	May of Gr. 3	Standard
Developmental Spelling Test Early Success Screen Benchmarks	<4.0	<4.5	<5.0	1. Not Yet Within/ At Risk
	4.0-4.2	4.5-4.9	5.0-5.4	2. Approaching
	4.3-4.5	5.0-5.4	5.5-5.8	3. Fully Meeting
	4.6-6.0	5.5-6.0	5.9-6.0	4. Exceeding

Developmental Spelling Test Rating Scale / Scoring Criteria

(6 Word and 10 Word Versions)

The scoring procedure of the Developmental Spelling Test (DST) was developed to rate the invented spelling of the dictated words.

A 7-point scale (0-6) is used to measure spelling proficiency, by taking into consideration the number of phonemes represented and the level of orthographic representation (use of phonetically related or conventional letters)

A written response for a dictated word could receive a score that ranged from 0 (for a random string or alphabet string of letters) to 6 (for the correct spelling).

Using the list of words below as examples, the following points are assigned depending on the student's written response.

After scoring the student's written responses add the scores together, then find the mean score by dividing the number of words tested (6 or 10) by the student's written response total score.

Example of how to find a student's DST score:

- Add student's written response scores from a 10 word version together: $2+3+0+5+1+6+6+5+2+1 = 31$.
- Find the "mean" by dividing the total student score (31) by the number of word version used (10) the final number is the DST score (3.1)

Adapted from Liberman et al., 1985

Scoring Criteria: *lap, sick*

1. A random string of letters.
2. The initial phoneme represented with a phonetically related letter. May be followed by a random string, *e.g. lap – r*; **or**
Single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. lap – p*; *sick c, k*.
3. The correct initial phoneme of the word. May be followed by a random string or an alphabet string, *e.g. lap – lmnop*; *sick – stuv, slh*.
4. More than one phoneme, but not all. Must be represented with phonetically related to conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. lap – ltp, lpa*; *sick – se, slcu, sib, sk, ck*; **or**
Every phoneme must be represented, but not all with phonetically related letters, *e.g. lap – fab, cap*; *sick – cit, soc, sak*.

5. Every phoneme represented with a mix of phonetically related and conventional letters. May include intrusions, *e.g. lap – labt, rap, lape; sick – siack, sec, sek, sike, seck.*
6. All consonant phonemes represented with conventional letters and the correct short vowel, *e.g. lap – lapp, llap; sick – sic, cik, sik, scik.*
7. The correct spelling.

Scoring Criteria: *pretty*

1. A random string of letters.
2. One phonetically related letter. May be followed by a random string, *e.g. b; or*
Single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. e,t,r,d.*
3. The correct initial phoneme of the word. May be followed by a random string or an alphabet string, *e.g. pqrst, psmtfjs, p.*
4. Two or three phonemes from the first syllable, with conventional or phonetically related letters. The initial blend is absent, *e.g. pd, pi, pit, ptit, ped, pid; or*
The initial blend correctly represented or represented with a vowel between it. May be followed by a random string, *e.g. pr, prmtzsa, par, pir; or*

The first and last syllable represented, but the blend is absent, *e.g. pte, pie, pe, pitie.*
5. Every phoneme of the first syllable including the initial blend and appropriate vowel with conventional or phonetically related letters, *e.g. pret, pred, prit, prut; or*
Both syllables represented, first syllable vowel present, but blend absent or both syllables represented, blend present, but first syllable vowel absent, *e.g. pidy, petee, prte, prdy.*
6. All consonant phonemes of the first syllable including the initial blend, with phonetically related or conventional letters, plus a vowel in the second syllable, *e.g. predy, prete, prite, prity, prittle, prette, pruty, pritte.*
7. The correct spelling.

Scoring Criteria: *elephant*

1. A random string of letters.
2. A single letter that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. l, f, t.*
3. The initial syllable represented by *e* or *ei*. May be followed by a random string, **or**
Any two phonemes from the word (must be in proper sequence) and may be followed by a random string. The middle syllable (the schwa) may be represented with any vowel, *e.g. irfnoa, efl, lolot, le, or*
ll, al, or el plus any one phoneme, *e.g. alf, elf.*

4. One or two letters from the initial syllable (*e, l, el, al, ll*) plus two phonemes from the third syllable, *e.g. ft, lfax, alft, Llft*; **or**
 - The initial syllable represented with *el, al, e, or l*, a vowel to represent the middle syllable, and one or two phonemes from the third syllable, *e.g. lot, elof, elovt, lyfe, eeft*; **or**
 - The initial syllable represented by *l, al, el* or *e*, plus three phonemes from the third syllable, *e.g. efanl, elfit, alfate, elfnt*.
5. The initial syllable represented with *e, l, al*, or *el*, a vowel to represent the middle syllable, and three or more phonemes from the last syllable, *e.g. leftan, lifit, elufit, alalfinte, elapint, elefet*; **or**
 - The initial syllable represented with *el, al, l*, the final syllable represented with four conventional phonemes, including the preconsonantal nasal, but no vowel to represent the middle syllable, *e.g. elfent, alfint, llfent, elfint*.
6. The initial syllable represented, a vowel for the middle syllable, and four conventional or phonetically related phonemes from the third syllable, *e.g. elufint, alufint, alefint, elaphant, elafent, ellafint, elifent, elefant, elephont, elephant, elaphent, elefint*.
7. The correct spelling.

Scoring Criteria: *train*

1. A random string of letters.
2. The initial phoneme represented with a phonetically related letter. May be followed by a random string, *e.g. j, g, ch, h*; **or**
 - Single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. r, a, n*.
3. The correct initial phoneme of the word. May be followed by a random string, *e.g. t, toonum*.
4. More than one phoneme but not all. Must be represented with phonetically related or conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. tam, jra, tan, cran, rann, chan, hran*.
5. Every phoneme, including the blend, represented with a mix of phonetically related and conventional letters. The long vowel may or may not be marked, *e.g. tren, chran, thran, shran, jran, chrane, tran*; **or**
 - The long vowel is marked but only part of the blend is given, *e.g. chane, jane, tain*.
6. All consonant phonemes, including the blend, represented with conventional letters. The vowel is marked, *e.g. trane, trayn, traen, traiyn*.
7. The correct spelling.

Scoring Criteria: *hunt*

1. A random string of letters.

2. A single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. t*.
3. The correct initial phoneme of the word. May be followed by a random string or an alphabet string, *e.g. h, hmtsv*.
4. More than one phoneme but not all. Must be represented with phonetically related or conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. ht, hu, hat, hit, hout, hot*.
5. Every phoneme, including the preconsonantal nasal, represented. Either a single incorrect vowel or an incorrectly marked vowel is present. May include intrusions, *e.g. huint, hunte, honte, hent, hint, hant*;
or
Every phoneme with conventional letters except the preconsonantal nasal, *e.g. hut*; **or**
Every phoneme with conventional letters except the short vowel, *e.g. hnt*.
6. All consonant phonemes, including the preconsonantal nasal, with conventional or phonetically related letters, *e.g. hont, hant*.
7. The correct spelling.

Scoring Criteria: *street*

1. A random string of letters.
2. A single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. tlamtlvu, e, r*.
3. The correct initial phoneme. May be followed by a random string or an alphabet string, *e.g. Stuvvw*.
4. More than one phoneme but not all. May be represented with phonetically related or conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. swet, stot, jret, shet*; **or**
Two letters from the blend, plus at least one other phoneme. May include intrusions, *e.g. stee, sret, shret*; **or**
The entire blend plus one or two phonemes. May include intrusions, *e.g. strt, strit, strite*.
5. Every phoneme including the blend (in proper sequence), represented with a mix of phonetically related and conventional letters. May include intrusions, *e.g. stret, sttret, shtrete, stareet*; **or**
Two letters of the blend, the correct vowel, and an attempt to mark the vowel. May include intrusions, *e.g. stete, steat, shreat*.
6. All consonant phonemes, including the initial blend, with conventional letters, and an attempt to mark the vowel. May not include intrusions, *e.g. strete, streat*.
7. The correct spelling.

Scoring Criteria: *kissed*

1. A random string of letters.
2. A single-letter response that represents some salient part of the word. May be followed by a random string, *sumr, t*; **or**
The initial phoneme represented with a phonetically related letter. May be followed by a random string, *e.g. c*.
3. The correct initial phoneme of the word. May be followed by a random string or an alphabet string, *e.g. krmts*.
4. More than one phoneme, but not all. Must be represented with phonetically related or conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g., cis, kee, clt*, **or**
Two or more phonemes represented with phonetically related or conventional letters. The *-ed* is represented with a *-t* or *-ed*, *e.g. kst, cit, cest, cised, kit, ckist, cisd*.
5. Every phoneme represented with a mix of phonetically related or conventional letters. The initial phoneme is correct and the *-ed* is represented. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. kisset, kest, kisted, kesst*, **or** *kiss* spelled correctly.
6. Every phoneme of *kiss* represented with conventional letters and the *-ed* represented. May not include intrusions, *e.g. kised, kist*.
7. The correct spelling.

Scoring Criteria: *order*

1. A random string of letters.
2. Single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. d, r, t*.
3. The correct initial phoneme of the word. May be followed by a random alphabet string, *e.g. omstb*.
4. More than one phoneme, but not all. Must be represented with phonetically related or conventional letters. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. ord, odrr, odr, rdr, wrd, odhr, odere*.
5. Representation of four phonemes with a mix of phonetically related and conventional letters. May include intrusions, *e.g. oder, ordr, ortre, orde*.
6. Representations of all consonant phonemes with a mix of phonetically related and conventional letters. Each *-r* is preceded by a vowel, *e.g. orter, ordor, ordere, oerdor*.
7. The correct spelling.

Scoring Criteria: *snowing*

1. A random string of letters.
2. Single-letter response that represents some salient part of the word other than the initial phoneme. May be followed by a random string, *e.g. omstrb*.

3. The correct initial phoneme of the word. May be followed by a random alphabet string, *e.g. srfzxo, stuvvw*.
4. Two or three phonemes from the first syllable, with conventional or phonetically related letters. The initial blend is absent. May include intrusions. When the intrusion is removed, the rest of the letters should be in proper sequence, *e.g. so, sowe, son, soon, or*
 The initial blend is correctly represented. May be followed by a random string, *e.g. sn, snarn*.
5. The first syllable represented by at least three phonemes, *e.g. snow, snowe, sno, or*
 Both syllables represented, first syllable vowel and blend present. May include intrusions. When the intrusion is removed, letters should be in the proper sequence, *e.g. stnoin, snoing, snowen, snowying, or*
 Both syllables represented with either first syllable vowel present but blend absent or blend present and first syllable vowel absent. Complete *-ing* ending present, *e.g. sowing, soing, snwing, sowning*.
6. All consonant phonemes, including initial blend, with conventional letters, the correct vowel, but the vowel is either not marked or marked incorrectly, *e.g. snoing, snoweing*.
7. The correct spelling.

Developmental Spelling Test Class Record Sheet

School: _____ Teacher: _____

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

Name	September	February (optional)	May

Developmental Spelling Progression

End of Grade Level Targets	Minimal Level	Target Level	Developmental Level
September of Grade 1	<3.0	3.5	Semi-phonetic III
May of Grade 1	<4.0	4.5	Phonetic
May of Grade 2	<4.5	5.0	Phonetic-Transitional
May of Grade 3	<5.0	5.5	Transitional

Developmental Spelling Performance Targets

Performance Target	May of Gr. 1	May of Gr. 2	May of Gr. 3	Standard
Developmental Spelling Test Early Success Screen Benchmarks	<4.0	<4.5	<5.0	1. Not Yet Within/ At Risk
	4.0-4.2	4.5-4.9	5.0-5.4	2. Approaching
	4.3-4.5	5.0-5.4	5.5-5.8	3. Fully Meeting
	4.6-6.0	5.5-6.0	5.9-6.0	4. Exceeding

The San Diego Quick Word Recognition Assessment

The San Diego Quick Reading Assessment is to be used as a **starting point** prior to Benchmarking. This screen will assess where a teacher may begin (book level) when using a Benchmarking resource. It does NOT provide an accurate reading level in itself.

Administering the Test:

1. Have the student read aloud each word from the list at least two years below their grade. If the student misses any words, go to the easier lists until they make no errors. This is their base reading level.
2. Have the student read each subsequent list in sequence. Record incorrect responses. Be sure to have the student read every word so you can determine his decoding strategies.
3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test: Use the assessment results to identify the student's independent (no more than one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels.

San Diego Quick Word Recognition List

see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	draw	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

San Diego Quick Word Recognition List

Name: _____ Date: _____

Pre-Primer	Primer	Grade 1	Grade 2	Grade 3	Grade 4
PM Levels: 1-5	PM Levels: 6-8	PM Levels: 9-17	PM Levels: 18-22	PM Levels: 23-27	PM Levels: 27-28
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	draw	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

The Journal of Reading

> Or equal to 95% = Independent Level
 90-95% = Instructional Level
 < 90% = Frustration Level

Administering PM Benchmark

(From: nelsonprimary.com (2013))

1. Select a text at the student's instructional level (90-95% accuracy) based on the San Diego Word Recognition results or data from the student's previous teacher.
2. Introduce the book with the PM Benchmark script.
3. Read the title of the book and the book introduction to the student.
4. Do a picture walk through the book with the student and elicit information and encourage conversation about the pictures.
5. Ask the student to read the book aloud reading the text without interruption. While the student is reading, use the standard coding conventions in the PM Benchmark manual to complete a reading record.
6. Have the student retell the story.
7. If you require more comprehension information, probe for further analysis.
8. Score the reading record including:
 - Number of errors
 - Self-corrections
 - Total errors
 - Accuracy rate
9. Notate consistent error patterns.

Adapted from: School District No. 23, Early Learning Profile.

Record of Retelling (Optional)

Name: _____ Date: _____ Grade: _____ Teacher: _____

Independent	1:100 = 99%	1:50 = 98%	1:35 = 95%	1:25 = 96%	1:20 = 95%
Instructional	1:17 = 94 %	1:14 = 93%	1:12.5 = 92%	1:11.75 = 91%	1:10 = 90%
Frustration	1:9 = 89%	1:8 = 87.5%	1:7 = 85.5%	1:6 = 83%	1:5 = 80%

Prediction:			
-----1→→-----	-----2→→-----	-----3→→-----	-----4→→-----
gathers limited information	gathers some information	connects 1 or 2 events	connects events without prompting

Fluency and Rate:			
-----1→→-----	-----2→→-----	-----3→→-----	-----4→→-----
word by word/disjointed	word by word w. some phrases	mostly longer phrases/adequate rate	adjusts rate accordingly

Expression:			
-----1→→-----	-----2→→-----	-----3→→-----	-----4→→-----
no expression/monotone	some expression/some punctuation	expression & punctuation most of the time	adjusts expression & uses punctuation

Book Title:	Retell:
Response:	
Why did you choose this story? What did you like about this story? What does this story make you think of?	
Making Connections: <input type="checkbox"/> personal experience <input type="checkbox"/> media or events <input type="checkbox"/> other literature <input type="checkbox"/> other	

Comprehension Grid: adapted from DRA Kit

Very Little Comprehension (NYW) 6 7 8 9	Some Comprehension (Approaching) 10 11 12 13 14 15	Adequate Comprehension (Meets) 16 17 18 19 20 21	Very Good Comprehension (Exceeds) 22 23 24
1 Tells 1 or 2 events or key facts	2 Tells some of the events or key facts	3 Mostly tells many events in sequence or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details	2 Includes some important details	3 Includes many important details	4 Includes most important details and key vocabulary
1 Refers to 1 or 2 characters or topics using he, she, it, they	2 Refers to 1 or 2 characters as boy, girl, dog	3 Refers to many characters or topics by proper name (Ben, Giant, Monkey)	4 Refers to characters by specific name (Old Ben Bailey, green turtle)
1 Responds with incorrect information to questioning	2 Responds with some misunderstanding	3 Literal interpretation	4 Responds with interpretation that reflects higher level thinking
1 Provides limited or no response	2 Provides some response to teacher questions and prompts	3 Provides adequate response to teacher questions and prompts	4 Provides insightful responses to teacher prompts or no prompts
1 Requires many questions or prompts	2 Requires 4 or 5 questions or prompts	3 Requires 2 or 3 questions or prompts	4 Requires 1 or no questions or prompts

Errors + Self Corrections = _____ = 1:
_divided by S.C.

Reading Levels

Reading levels are determined using a familiar text (warm read)

Level	Word Reading Accuracy		Comprehension
<p>Independent</p> <p>The independent reading level is the level at which a student can read comfortably with ease and understanding and without assistance.</p>	<p>≥ 95%</p>	<p>AND</p>	<ul style="list-style-type: none"> 90% or higher Proficient to advanced on retelling Advanced in comprehension <p>(refer to BC Performance Standards)</p>
<p>Instructional</p> <p>The instructional reading level is the level at which a student can read WITH the teacher’s assistance. Material at the instructional level should be used for teaching strategies in class with support.</p>	<p>90-95%</p>	<p>AND</p>	<ul style="list-style-type: none"> 80% or higher Instructional to proficient on retelling Independent in comprehension <p>(refer to BC Performance Standards)</p>
<p>Frustration</p> <p>The frustration level is the level at which a student is UNABLE to read adequately because the text is too difficult. Finger tracking or signs of nervousness often accompany reading.</p>	<p><90%</p>	<p>AND</p>	<ul style="list-style-type: none"> Below 80% Intervention to instructional on retelling Intervention in comprehension
<p><i>Roe & Burns, (2011), Allington, (2009)</i></p>			

PM Benchmark Instructional Reading Levels for SD No. 71

	Grade 1				Grade 2				Grade 3			
	Not Yet	Approaching	Fully Meeting	Exceeding	Not Yet	Approaching	Fully Meeting	Exceeding	Not yet	Approaching	Fully Meeting	Exceeding
Term 1	<2	2-4	5-8	>8	<13	13-15	16-18	>18	<20	20-21	22-23	>23
Term 2	<7	7-10	11-13	>13	<16	16-17	18-20	>20	<22	22-23	24-25	>25
Term 3	<10	10-13	14-17	>17	<18	18-20	21-22	>22	<23	23-24	25-27	>27

Note: Levels 25 and above may not be an accurate or efficient indicator of achievement. Consider using a grade level one minute read or classroom story.

Grade One FALL Class Profile

	September							October		
Student Name	Segmenting Compound Words	Isolating Final Sound	Blending Sounds	Segmenting Phonemes	Deleting Sounds	Substitute Medial Sounds	**Overall PA Score	Letter Association	DST	***Word Reading
	Record Scores /5 for each subtest									

** Overall Phonemic Awareness Score to be recorded as AR (at risk) or M (meeting expectations)

Grade One Class Profile

	Nov.	Dec.	February			May/June				
Student Name	Decoding Assessment	Letter Association	Word Reading	PM benchmark	Phonemic Awareness	DST	Word Reading	PM benchmark	Other	At Risk /Meeting
		At Risk Only			At Risk Only		At Risk Only			

** Overall Phonemic Awareness Score to be recorded as AR (at risk) or M (meeting expectations)

***Commonly Used Words can be scored /13 or /25