



# Mastery of Phonics Skills

## **Formative Assessments:**

**Purpose:** Assess the skill level of a student on a particular skill.

## **Formative Assessments are:**

- focused on a specific phonics skill
- administered quickly - with only 5 items
  - skill benchmarked with 3 out of 5 answered correctly
  - skill mastered before moving to the next phonics skill on the continuum.

## **Specific Skills to Assess**

- Each skill on the Beginning and Advanced Phonics Continuum (*examples: letter name and letter sounds, new sound patterns and/or skill patterns, High Frequency Words*)

## **Possible Format of Assessments**

1. Alphabetic Principle
2. Word Sorts
3. Word Recognition
4. Graph phonemes, graphemes, or syllables
5. Dictation: read and nonsense words
6. Read Decodable Text: real or nonsense words, phrases or short decodable text



## I. ALPHABETIC PRINCIPLE:

**Teacher:** Prepare a letter card of taught letters.

**Students:**

1. Name the letters in each row
2. Articulate the sounds in each row
3. Writes the letters that the teacher dictates (on white erase board or lined manuscript paper)

### Card 1

1. p d s t l m o b v e
2. r c h k u v i a f g

## II. WORD SORTS:

**Level 1 Word Sort:** 2-5 categories

**Teacher:** Create a word bank.

**Students:**

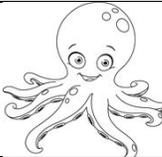
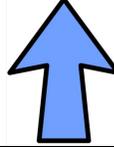
1. Sort words according to the categories of the specific skill/s.  
*Examples: 2 or 3 sound blends, long or short vowel sound, etc.*

Digraph	Trigraph



**Teacher:** Select the words.

**Students:** Write the word the teacher dictates under the column that matches the vowel sound in the word.

				
1.				
2.				
3.				
4.				
5.				

**Level 2 Word Sort:** 2 steps involved

**Teacher:** Select words to be dictated.

**Students:**

1. Listen for the word and circle the number of sounds in the word.
2. Then, write the word under the column with the corresponding vowel sound.

Number of Sounds	a	e	i	o	u
a. 1 2 3 4 5					
b. 1 2 3 4 5					
c. 1 2 3 4 5					
d. 1 2 3 4 5					
e. 1 2 3 4 5					



**Level 3 Word Sort:** 3 steps involved

**Teacher:** Select words.

**Students:**

1. Write the word dictated.
2. Check each box in each column that corresponds with the word.
3. Determine if the word is a “FloSS” word.

Word	One syllable word?	Short vowel sound?	End in a FLOSS sound?	FLOSS WORD	Not a FLOSS WORD

### III. WORD RECOGNITION

**Teacher:** Select the words and type them on a sheet.

**Students:** Read each sentence. Circle the word or words with diphthongs in them.

1. Point to the airplane.
2. Can you help me count?
3. I hear the coyotes howl.
4. Do you like to crunch ice?
5. I went to the dentist and received a toy for a great patient.



#### IV. GRAPH PHONEMES, GRAPHEMES OR SYLLABLES

**Teacher:** Select the words and pictures for student. (Put pictures out of order from the words listed.)

**Students:**

1. Underline the graphemes in each of the words.
2. Draw a line to the picture that matches the words.

Word	Picture
1. cat	
2. witch	
3. pitch	

**Teacher:** Select the words and type on a sheet.

**Students:**

1. Break the word into syllables.
2. Draw a line under the schwa syllable.

Schwa syllable
1. tablet
2. gallon
3. husband
4. basket
5. travel



## V. DICTATION: real and nonsense words

**Teacher:** Select the words to be dictated.

**Students:** Write words on lined paper.

Short /a/ words: cat, bam, ham, rat

Nonsense short /a/ words: dac, rav, wat, zan

## VI: READ DECODABLE TEXT: real or nonsense words, phrases, or short decodable text

### Read Real Words

#### Set 1

1. intellect
2. attachments
3. invalid
4. medical
5. congressmen

### Read Nonsense Words

#### Set 2

- |         |      |     |
|---------|------|-----|
| 1. eck  | vam  | um  |
| 2. nid  | phob | jum |
| 3. mish | dack | rin |
| 4. ven  | hup  | zot |



## **Read Phrases**

### **Set 3**

1. the neck of the duck
2. the cop got a shock
3. a rock on the deck
4. kick it back
5. ship hit the dock

## **Read Sentences**

### **Set 4**

1. The cop got a shock when he hit the hut.
2. The neck of the duck was red.
3. A rock on the deck hit the boy.

## **Read Decodable Text**

### **Set 5**

The duck on the deck sat on a rock.

The duck did not like to sit on a rock.

The deck had a lot of rocks.

The duck left the rocks and the deck.