

phonics**FIRST**®

GENERAL EDUCATION CLASSROOM  
PROGRESS-MONITORING  
**ASSESSMENT**

**KINDERGARTEN**

ASSESSMENT OF DECODING AND ENCODING SKILLS



**BRAINSPRING**  
EDUCATOR ACADEMY

## ACKNOWLEDGEMENTS

Brainspring strives to continually improve the tools necessary to effectively teach students to read. *Phonics First*® courses and materials are a culmination of years of experience with input from teachers, tutors and students.

EVELYN PETER  
*Brainspring Founder*



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**Title:** Phonics First® General Education Classroom  
Progress-Monitoring Assessment: Kindergarten

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# Introduction

The *Phonics First® General Education Scope and Sequence* is a suggested sequence for general education classrooms. The sequence may need to be altered or additional skills added to accommodate state and local skill requirements by grade level. *Phonics First®* in the general education classroom is designed to provide explicit, structured, sequential and multisensory phonics instruction as part of a complete reading program. It is not meant to replace all other reading instruction, but instead to complement that instruction with a universal set of baseline phonics skills to support reading and spelling.

These progress-monitoring assessments are an optional post-instruction tool used to give teachers a snapshot of how well students are learning the weekly skills taught in the *Phonics First® General Education Scope and Sequence*. They provide insight into which students may need additional review and support and can be useful in creating small groups for instructing students who are falling behind over multiple weeks.

For students struggling with the *Phonics First® General Education Scope and Sequence* skills and pacing, assess them with the *Brainspring Small-Group Diagnostic Assessment of Decoding and Encoding*. This assessment further pinpoints individual skill deficits and assists in grouping and placement of students into support, intervention or remediation instructional groups (Tiered instruction).

Teachers find it extremely helpful to become familiar with the *Phonics First® General Education Scope and Sequence* of skills taught the year before and the year after. The design from Kindergarten to Years One, Two and Three is spiral in nature with skills reoccurring in multiple years. It is not unusual for students to need more than one year to master a skill, especially for spelling. Knowing which skills in the current year are review skills for the students and which skills are new for the current year assists teachers in planning instruction. It is also valuable to know which skills will be covered the following year in order to best prepare students.

Keep in mind that while the Year Scope and Sequences *roughly* align to grades 1, 2 and 3, they are labeled Years and not grades (Kindergarten is the exception). They are designated *Year* because a student, regardless of grade, should receive instruction in the contents of each of the Years prior in order to expect mastery of skills in subsequent years.

# Progress Monitoring Assessment: Information and Instructions

## INFORMATION

### Decoding (Reading)

---

**HOW** Must be given to Individual students.

**WHEN** Starting in Week 7, given every five weeks at the end of the specified weeks.  
(See Scope and Sequence, page 10, for schedule).

**WHAT** **Skill words** for the current and prior weeks since the last reading assessment.  
May also contain skills from any previous lessons.

**Red Words** for the current and prior weeks since the last reading assessment.

**LISTS** Do **not** provide the word lists to students/parents as practice lists. The reading assessment is a cold reading in which the student must apply skills and strategies they are learning to read words.

**EXCEPTION: Always send home RED WORDS for ongoing practice.**

**NOTE:** Words that appear on the assessment list will occur in lessons throughout the weeks (Clean Copy reading after dictation and oral reading). The assessment words **do not need to be avoided and should be practiced** as naturally occurring parts of lessons throughout the weeks.

**To fairly evaluate student skills, guided, regular practice each week is required. Provide consistent decoding practice with skills (blending board; Clean Copy after dictation) and Red Word reading reviews. Students need multiple opportunities across many weeks to practice strategies and apply the skills to word reading. Some students require daily practice, often in small groups.**

## Encoding (Spelling)

---

**HOW** May be given to a group.

**WHEN** Starting in week eight, given every two weeks at the end of the specified weeks. (See Scope and Sequence, page 10, for schedule).

**WHAT** **Skill words** for the current and prior week since the last reading assessment. May also contain skills from any previous lessons.

**Red Words** for the prior week and several words from previous lessons.

**Red words spelling assessments in Kindergarten are optional.** The Kindergarten focus for Red Words is for reading. Layer One Red Words will be revisited in Year One with the goal of both reading and spelling accuracy. However, state and district requirements may determine that spelling must be assessed in Kindergarten (though not necessarily for all words).

*Optional Red Word Spelling Assessments begin in Week 10.* Only previous Red Words are assessed, not the current week's words. They are assessed on future assessments, as spelling these words is more difficult and deserves additional practice.

**LISTS** Do **not** provide the word lists to students/parents as weekly spelling lists. Authentic spelling is not based on memorizing a word list but rather on ongoing practice applying skills to spelling of words. For students who struggle with spelling, memorization for a test diverts their focus away from applying skills and strategies to spell words.

**EXCEPTION: Always send home RED WORDS for ongoing practice.**

**NOTE:** Throughout the week, you **should include** words from the assessment during dictation along with other skill words not on the assessment. The assessment words **do not need to be avoided and should be practiced** as naturally occurring parts of lessons throughout the weeks.

**To fairly evaluate student skills, guided, regular practice each week is required. The AUDITORY DRILL is critical to spelling success. Regular Auditory Drill practice develops automaticity moving from sound to symbol for phonetic skills. Success with the Auditory Drill supports the transferring of individual spellings to the far more complex task of spelling words.**

**Consistent DICTATION practice with skills and with Red Word spelling reviews further supports student spelling growth. Students need multiple opportunities across many weeks to practice strategies and apply the skills to spelling. Some students require daily practice, often in small groups.**

## INSTRUCTIONS

### Administering the Decoding (Reading) Assessments

These progress monitoring assessments are untimed, however, state and district guidelines should be applied when appropriate.

If choosing to assess accuracy with automaticity, give student a 2 second response time (silently count *one, one-thousand, two, one-thousand*). Mark *A* in the scoring form if word is correct and automatic, mark a check if correct but not automatic.

- Print the Student Reading List on thick paper. Place in a page protector for additional protection.
- Print copies of the Reading Scoring Forms.
- Prior to beginning the assessment, remind student s/he may point to and sound out words if needed and then say the entire word. As needed, remind student during the assessment to use these strategies.
- Tell the student *“If you get stuck, do your best to sound it out. If you get really stuck, say ‘pass’ and we will move on.”*
- Have the student read the word as you point to it.
- Mark the scoring form and move to the next word.
  - If a student is sounding out words but not recoding them into a whole word, score the word incorrect and write a reminder note *No Blending* at the end of the assessment under that student’s column.
  - Address blending practice in small-group lessons. These students need to return to the skill of phoneme blending using *Guess My Word* and other oral blending activities before they are ready to blend using print.)

### Administering the Encoding (Spelling) Assessments

- An optional Student Spelling Page is provided for each week. Make copies for students.
- Prior to beginning the assessment, remind students to use fingertapping (and armtapping if optional Red Word spelling will be assessed) to assist them with the correct spelling. Students may have Tap Mats or Mini Mats on desks. As needed, remind students during the assessment to continue to use these tools.
- Dictate words to students at a pace appropriate for the general group. You may repeat the word one additional time.

## 80/80 Goal

The goal is to have 80% of students achieve 80% or higher on progress monitoring. That may not occur every week but is an overall target. In a week where a substantial number of students do not meet 80%, a few days of additional review can be helpful. Falling consistently under this goal for multiple weeks may indicate that many in the class are missing foundational skills and/or skills taught the year before. Those underlying deficits should be addressed before pressing forward. This is, however, a district and/or a school decision which may be impacted by state and local requirements. Not addressing underlying deficits will impact future student outcomes.



## Kindergarten CLASSROOM Scope and Sequence (page 1)

This page is used in the weeks **PRIOR** to beginning *Phonics First*® lesson instruction using the chart on page 2.

**Weeks:** The weeks on this page are negatively numbered to indicate weeks prior to starting *Phonics First*® lessons.

**Letter Recognition:** Introduce Letter Recognition skills. Letter Recognition will later be reviewed/reinforced in various parts of the *Phonics First*® lessons, especially the Visual and Auditory Drills. Continued instruction/practice during additional portions of the day is highly recommended. Continue whole class and/or small-group instruction as needed.

**Letter Formation:** Introduce Letter Formation skills using your school/district letter formation program. Letter Formation will later be reviewed/reinforced in various parts of the *Phonics First*® lessons, especially the Auditory Drill and immediately following the New Introduction. Continued instruction/practice during additional portions of the day is highly recommended. Continue whole class and/or small-group instruction as needed.

**Phonological Awareness:** These skills are the non-negotiable precursors to reading. For most students, direct instruction in Phonological Awareness is a critical step towards reading success. Typically developing students begin to acquire these skills prior to Kindergarten and continue to develop them throughout Kindergarten and into Grade One. If a majority of students in a class, school or district struggle with Phonological Awareness skill acquisition, consider delaying the start of *Phonics First*® lessons for several additional weeks to allow more intense whole-group instruction. Note that skills are introduced in one week (bold) with continued practice during the next week as another skill is introduced. Continue additional practice as needed for whole class and/or small groups, going back as far as necessary before progressing.

WK	RD*	SP*	LETTER RECOGNITION	LETTER FORMATION	PHONOLOGICAL AWARENESS	PRACTICE AS NEEDED
-4			Introduction	Introduction	Rhyming	
-3			Introduction	Introduction	Rhyming/ Syll Blending	
-2			Introduction	Introduction	Syll Blending/ Syll Segmenting	Rhyming
-1			Introduction	Introduction	Syll Segmenting/Initial Sounds	Syll Blending

\* P-M Assessment Weeks (See *General Education Classroom Progress-Monitoring Assessments* in the Members Area).

# Kindergarten CLASSROOM Scope and Sequence (page 2)

WK	RD* SP*	SKILLS	LESSONS	RED WORDS	PHONOLOGICAL AWARENESS	PRACTICE AS NEEDED
1		o /ō/ (octopus)	1-1		Initial Consonants/Final Cons.	Syllable Segmenting
2		a /ă/ (apple)	1-2		Final Cons./Phoneme Blending	Initial Consonants
3		d (dog)	1-3		Phoneme Blending	Final Consonants
4		g (gumballs)	1-4		Phon.Blend./Phon. Segmenting	Continue Practice
5		c (cookies)	1-5		Phon.Blend./Phon. Segmenting	in whole or small group
6		t (turtle)	1-6		Phon.Blend./Phon. Segmenting	as needed for as
7		m (moon)	1-7		Phon.Blend./Phon. Segmenting	long as needed.
8		<b>Practice</b>	1-8, 1-9	Layer One: a, l		
9		l (leaf)	1-10	for, the		
10		h (hand)	1-11	and		
11		n (nest)	1-12	is		
12		<b>Review</b>	1-13	see		
13		i /ī/ (itchy)	1-14	has		
14		r (rock)	1-15	of		
15		p (pizza)	1-16	was		
16		u /ū/ (umbrella)	1-17	he		
17		j (jam)	1-18	to		
18		s (soap)	1-19	his		
19		ch (chin)	1-20	go		
20		f (fan)	1-21	she		
21		b (bat and ball)	1-22	by		
22		k (kite), <b>Review</b>	1-23, 1-24	do, from		
23		sh (shark)	1-25	put		
24		e /ē/ (elephant)	1-26	how		
25		th (this thumb), w (watermelon)	1-27, 1-28	you, saw		
26		v (vase), x (box)	1-29, 1-30	come, what		
27		z (zebra), wh (whistle)	1-31, 1-32	want, does		
28		y (yellow yarn), qu (question)	1-33, 1-34	have, who		
29		-ck (duck), <b>Review</b>	1-35, 1-36	they, are		
30		-ing (Word Family)	2-3A (reading only)	Review Layer One		
31		Open Vowels: a, e, i, o, u	2-4 (reading only)	Review Layer One		
32		Magic-e Introduction	3-1 (reading only)	Review Layer One		

  

PHONICS GOALS	RED WORD GOALS
* Symbol to Sound	* Reading = All
* Sound to Symbol	* Spelling = Local decision
* Reading CVC syllables	
* Spelling CVC Words	
* Sentence Writing 5-7 words	

  

FOR ADVANCED STUDENTS WHEN READY	
Suffix s /s/ (hops)	2-1
-ff, -ll, -ss, -zz	2-2
-ng (Word Family)	2-3A
-nk (Word Family)	2-3B
bl-, cl-, fl-	2-10A
gl-, pl-, sl-	2-10A
sc-, sk-, sm-	2-10C
sn-, sp-, st-	2-10C
Magic-e (a_e)	3-1
Magic-e (e_e, i_e)	3-1
Magic-e (o_e)	3-1
Magic-e (u_e)	3-1
ai, ea, oa	3-14, 3-15, 3-16

\* P-M Assessment Weeks (See General Education Classroom Progress-Monitoring Assessments in the Members Area).

# Assessment – Week #7

## Reading

Administer to individual students using:

- Student Reading Form: Kindergarten – Week #7 on page 12.
- Student Reading Scoring Form: Kindergarten – Week #7 on page 13.

# Student Reading Form

## Kindergarten – Week #7

1. mom

2. got

3. cot

4. dad

5. Tom

6. dot

# Student Reading Scoring Form Kindergarten – Week #7

Administer to individual students using the corresponding week's Student Reading Form.

Date: \_\_\_\_\_

✓	INCORRECT
✓	CORRECT
0	INCORRECT
fax	OPTIONAL INCORRECT

SCORING EXAMPLE:

1.	thin
2.	hag
3.	fox

SCORING CORRECT: ✓ INCORRECT: 0	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
	✓	✓	✓	✓	✓	✓
	INCORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
	/6	/6	/6	/6	/6	/6
1. mom						
2. got						
3. cot						
4. dad						
5. Tom						
6. dot						
SCORES						

SCORING CORRECT: ✓ INCORRECT: 0	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
	✓	✓	✓	✓	✓	✓
	INCORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
	/6	/6	/6	/6	/6	/6
1. mom						
2. got						
3. cot						
4. dad						
5. Tom						
6. dot						
SCORES						

# Assessment – Week #8

## Spelling

1. got
2. mad
3. mat
4. cot

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #8

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

# Assessment – Week #10

## Spelling

1. hat
2. lot
3. ham
4. had
5. log

## Optional Red Words

6. I
7. for
8. a (pronounced /ǔ/, not /ā/)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #10

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #12

## Spelling

1. not
2. on
3. nag
4. had
5. lag

## Optional Red Words

6. for
7. the
8. and

## Reading

Administer to individual students using:

- Student Reading Form: Kindergarten – Week #12 on page 20.
- Student Reading Scoring Form: Kindergarten – Week #12 on page 21.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #12

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Student Reading Form

## Kindergarten – Week #12

1. dog

2. nod

3. hat

4. Dan

5. man

6. had

7. the

8. I

9. for

10. a

# Student Reading Scoring Form Kindergarten – Week #12

Administer to individual students using the corresponding week's Student Reading Form.

Date: \_\_\_\_\_

SCORING EXAMPLE:

1.	thin
2.	hag
3.	fox

✓	INCORRECT
✓	CORRECT
0	INCORRECT
fax	OPTIONAL INCORRECT

SCORING	
CORRECT: ✓	
INCORRECT: 0	
1.	dog
2.	nod
3.	hat
4.	Dan
5.	man
6.	had
7.	the
8.	I
9.	for
10.	a
	SCORES

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

SCORING	
CORRECT: ✓	
INCORRECT: 0	
1.	dog
2.	nod
3.	hat
4.	Dan
5.	man
6.	had
7.	the
8.	I
9.	for
10.	a
	SCORES

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
✓	✓	✓	✓
INCORRECT	INCORRECT	INCORRECT	INCORRECT
/10	/10	/10	/10

# Assessment – Week #14

## Spelling

1. him
2. rat
3. rag
4. con
5. did

## Optional Red Words

6. the
7. and
8. is

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #14

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #16

## Spelling

1. rug
2. pin
3. pod
4. cup
5. mud

## Optional Red Words

6. is
7. see
8. has



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #16

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #17

## Reading

Administer to individual students using:

- Student Reading Form: Kindergarten – Week #17 on page 27.
- Student Reading Scoring Form: Kindergarten – Week #17 on page 28.

# Student Reading Form

## Kindergarten – Week #17

1. jot
2. nip
3. pug
4. hid
5. jam
6. rag
7. and
8. is
9. see
10. has

# Student Reading Scoring Form Kindergarten – Week #17

Administer to individual students using the corresponding week's Student Reading Form.

Date: \_\_\_\_\_

SCORING EXAMPLE:

1.	thin
2.	hag
3.	fox

✓	INCORRECT
✓	CORRECT
0	INCORRECT
fax	OPTIONAL INCORRECT

SCORING	✓
CORRECT:	0
INCORRECT:	0
1.	jot
2.	nip
3.	pug
4.	hid
5.	jam
6.	rag
7.	and
8.	is
9.	see
10.	has
<b>SCORES</b>	

STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10

STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10

SCORING	✓
CORRECT:	0
INCORRECT:	0
1.	jot
2.	nip
3.	pug
4.	hid
5.	jam
6.	rag
7.	and
8.	is
9.	see
10.	has
<b>SCORES</b>	

STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
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STUDENT NAME:	✓	INCORRECT	/10	/10
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STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10
STUDENT NAME:	✓	INCORRECT	/10	/10

# Assessment – Week #18

## Spelling

1. jot
2. jug
3. us
4. rim
5. sap

## Optional Red Words

6. see
7. has
8. of

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #18

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #20

## Spelling

1. chip
2. fat
3. chop
4. fin
5. sad

## Optional Red Words

6. was
7. he
8. to    I gave it to my teacher.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #20

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



# Assessment – Week #22

## Spelling

1. rub
2. kid
3. bit
4. kit
5. bag

## Optional Red Words

6. of
7. go
8. his

## Reading

Administer to individual students using:

- Student Reading Form: Kindergarten – Week #22 on page 35.
- Student Reading Scoring Form: Kindergarten – Week #22 on page 36.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #22

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Student Reading Form

## Kindergarten – Week #22

1. tub

2. fan

3. kit

4. chop

5. sod

6. jug

7. of

8. was

9. he

10. to

11. his

12. go

# Student Reading Scoring Form Kindergarten – Week #22

Administer to individual students using the corresponding week's Student Reading Form.

Date: \_\_\_\_\_

✓	INCORRECT
✓	CORRECT
0	INCORRECT
fax	OPTIONAL INCORRECT

SCORING EXAMPLE:

1.	thin
2.	hag
3.	fox

SCORING CORRECT: ✓ INCORRECT: 0	STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:	
	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT
1. tub														
2. fan														
3. kit														
4. chop														
5. sod														
6. jug														
7. of														
8. was														
9. he														
10. to														
11. his														
12. go														
<b>SCORES</b>	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12

# Assessment – Week #24

## Spelling

1. mush
2. led
3. shin
4. bet
5. peg

## Optional Red Words

6. was
7. she
8. by

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #24

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #26

## Spelling

1. with
2. vet
3. web
4. wax
5. ox

## Optional Red Words

6. do
7. by
8. from

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #26

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



# Student Reading Form

## Kindergarten – Week #27

1. mix

2. vat

3. wish

4. zed

5. box

6. that

7. she

8. by

9. do

10. from

11. put

12. how

# Student Reading Scoring Form Kindergarten – Week #27

Administer to individual students using the corresponding week's Student Reading Form.

SCORING EXAMPLE:

1. thin	✓	INCORRECT
2. hag	✓	CORRECT
3. fox	0	INCORRECT
	fax	OPTIONAL INCORRECT

Date: \_\_\_\_\_

SCORING CORRECT: ✓ INCORRECT: 0	STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:		STUDENT NAME:	
	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT	✓	INCORRECT
1. mix												
2. vat												
3. wish												
4. zed												
5. box												
6. that												
7. she												
8. by												
9. do												
10. from												
11. put												
12. how												
<b>SCORES</b>	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12

# Assessment – Week #28

## Spelling

1. zap
2. quit
3. wed
4. yet
5. whip (emphasize the /hw/ sound)

## Optional Red Words

6. how
7. she
8. put

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #28

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #30

## Spelling

1. quiz
2. sick
3. then
4. luck
5. shed

## Optional Red Words

6. you
7. saw
8. from

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #30

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Assessment – Week #32

## Spelling

1. bed
2. neck
3. back
4. chin
5. duck

## Optional Red Words

6. what
7. come
8. how

## Reading

Administer to individual students using:

- Student Reading Form: Kindergarten – Week #32 on page 49.
- Student Reading Scoring Form: Kindergarten – Week #32 on page 50.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Spelling Form

## Kindergarten – Week #32

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



# Student Reading Form

## Kindergarten – Week #32

- |           |          |
|-----------|----------|
| 1. hi     | 11. you  |
| 2. hit    | 12. saw  |
| 3. so     | 13. come |
| 4. sop    | 14. what |
| 5. king   | 15. want |
| 6. Zack   | 16. does |
| 7. make   | 17. have |
| 8. save   | 18. who  |
| 9. chick  | 19. they |
| 10. thing | 20. are  |

# Student Reading Scoring Form Kindergarten – Week #32

Administer to individual students using the corresponding week's Student Reading Form.

Date: \_\_\_\_\_

✓	INCORRECT
✓	CORRECT
	INCORRECT
0	OPTIONAL INCORRECT
fax	

SCORING EXAMPLE:

1. thin
2. hag
3. fox

SCORING	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:	STUDENT NAME:
CORRECT: ✓							
INCORRECT: 0							
1. hi	✓	✓	✓	✓	✓	✓	✓
2. hit							
3. so							
4. sop							
5. king							
6. Zack							
7. make							
8. save							
9. chick							
10. thing							
11. you							
12. saw							
13. come							
14. what							
15. want							
16. does							
17. have							
18. who							
19. they							
20. are							
SCORES	/20	/20	/20	/20	/20	/20	/20