**First Grade Reminders**

Fall Summed Score Benchmark: 39

**Required Tasks-**

* Word Recognition in Isolation
* Word Recognition in Context
* Letter Sounds
* **Spelling**

**\*** Items in **bold** can be administered with a group

**Administering Required Tasks**

**Spelling (Benchmark= 9)**

* **Administration Notes**
  + administer spelling words 1-16
  + this task can be administered individually, small group, or whole class
  + do not pre-teach or let students study these words as it will invalidate the assessment
  + it is **optional** to administer additional spelling words
* **Scoring**
  + scoring is based on phonics features, not merely whether the word is spelled correctly so there may be more than one acceptable spelling for each word
  + points are awarded for the presence of specific phonics features (Feature Score) and if the whole word is correct (Correct Word)
  + if a scoring box contains two underlined features, both must be correct for the student to receive credit
  + the total spelling score is based on the total feature score plus the total words correct score
  + self-corrections are counted as correct
  + one bonus point is awarded for perfect spelling
  + static reversals (mirror images) are not counted as errors and those words are still eligible for the bonus point
  + kinetic reversals (“net” for “ten”) can be scored from right to left for phonetic matches but **are not** eligible for the bonus point

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**Letter Sounds** **(benchmark= 20)**

* **Administration Notes**
  + make sure the student touches the letters in the proper sequence and does not get off track
  + if students give the long vowel sound for a vowel, direct them to tell you what other sound that letter can make
* **Scoring**
  + Pronunciation Guide for Letter Sounds
    - short vowel sounds for vowels
    - **c** as in **cat** not city
    - **g** as in **gas** not giraffe
    - **y** as in **you** not was

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**Word Recognition in Isolation (Benchmark: 10 on Preprimer word list)**

* **Administration Notes**
  + start with the PP word list
  + if students score more than 10 correct, move up to the 1st grade word list
  + continue administering word lists until you find the highest one where students score 10 correct
* **Scoring**
  + record the words students read correctly and incorrectly
  + add the number of words students read correctly for each given list

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**Where to start Oral Reading in Context:**

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| --- | --- |
| **# Words Read on** Word Recognition Task | Recommended Starting Place |
| 0-9 Preprimer List | Readiness (green booklet) |
| 10-13 Preprimer List | Preprimer A (blue booklet) |
| 14-17 Preprimer List | Preprimer B (purple booklet) |
| 18 + Preprimer List | Preprimer C (fuchsia booklet) |
| 15 + Primer List | Primer (1.1) |
| 15 + First Grade List | First Grade (1.2) |
| 15 + Second Grade List | Second Grade (2.2) |
| 15 + Third Grade List | Third Grade (3.2) |
| 15 + Fourth Grade List | Fourth Grade (4.2) |
| 15 + Fifth Grade List | Fifth Grade (5.2) |
| 15 + Sixth Grade List | Sixth Grade (6.2) |

**Word Recognition in Context (Benchmark: 85% accuracy on Readiness or Preprimer passage)**

* **Administration Notes**
  + every student must be given a passage that corresponds to the highest word list on which the student read 15 or more words correctly.
  + if you are not using the online assessment wizard, you will need to make copies of the appropriate running record forms for all of the students in your class
  + use the following error marking conventions:

|  |  |
| --- | --- |
| **Error** | **Example** |
| **Substitutions**: The student substitutes a different word for the word in the text. | Ned throws a big ball to Tippy. |
| **Insertions**: The student inserts a word in the text that is not there. | The dog sits. |
| **Omissions**: The student skips over or leaves out a word. | A puppy can be a great pet. |
| **Teacher-Supplied**: The teacher supplies a word after waiting 5 seconds. | Whales eat very small animals called krill. |

* + read the title and follow the prompts found on the running record forms
  + start to time student’s reading as soon as he/she begins reading and stop as soon as the student reads the last word
* **Scoring**
  + score accuracy, fluency, and rate
  + to score accuracy, count the total number of errors in each line and add the total number of errors—use the Functional Reading Guide at the bottom of the running record form to determine student’s instructional reading level

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**Additional Tasks**

**Level B: Alphabetics** Alphabet Recognition, Letter Sounds, Concept of Word) is administered to students who do not meet the Fall summed score benchmark of 39.

**Level C: Phonemic Awareness** (Blending, Sound-to-Letter) is administered to students who score below the Fall Level B Summed Score benchmark (65)