

Student _____ Grade _____ Teacher Initials _____ Date _____

Assessment: Short Vowels in Reading and Spelling

This assessment serves as a quick “check in” to see if students understand the skill before moving on. Checking in regularly, rather than waiting until the end of a quarter to assess, allows you to see if your instruction is effective or if something needs to be altered for the student.

Materials:

- Teacher recording sheet for reading, one per student
- Teacher recording sheet for spelling, one per student
- Student reading sheet, one copy
- Paper for spelling portion of assessment, one per student

TEACHER INSTRUCTIONS:

The reading and spelling portions can be given consecutively or at separate times over one or two days.

For the reading portion of the assessment:

- Give the student the reading sheet. As students read the words and sentences, mark whether they have correctly decoded the words.
- If the student makes an error, make note of what they said so that you can analyze their errors after the assessment.
- Note if the student reads the words automatically or if they segment the sounds in the words.

For the spelling portion of the assessment:

- Give the student paper to write on.
- Dictate one word at a time. Have the student repeat the word (to ensure they heard it correctly) and then write it.
- Dictate one sentence at a time to the student. Say the whole sentence. Have the student repeat the sentence and then write it. (You can repeat the sentence if necessary but make sure that you say the whole sentence and not just one word at a time.)

TEACHER TIP:

The results give you a snapshot of how an individual student is progressing with the target skill and what to work on next.

For reading:

- If the student is still tapping out/segmenting each sound in the word to read it, move them on to blending the sounds in their head and just saying the word aloud.
- If the student reads the words accurately in isolation but has difficulty when the words are in context, or if they read the text very slowly, work on fluency activities to increase reading rate.
- If a student seems to have mastered the skill for decoding in isolation and in context, they are ready to build on these skills. It is important to continue to practice these target skills within context as you add new skills.

Spelling:

- If a student has difficulty spelling the word with the target skill, continue to work on encoding with the student. (Even if they correctly read the words in isolation, continue to work on spelling words with the target skill.)
- If a student is spelling words correctly in isolation but struggling with spelling in context, practice first with two- or three-word phrases, then move to three-word sentences, four words, etc. Work on building working memory by slowly extending what the student has to write.
- When you dictate numerous words at a time, say the group of words together, then have the student repeat them and then write them. If needed, you can repeat the group of words/sentences, but then continue to say the entire phrase as opposed to one word at a time.



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Teacher Recording Sheet

READING WORDS IN ISOLATION

Word	✓ if correct	Notes
rob		
yet		
wax		
fig		
mud		

Total

Mastered — all correct
Progressing — 3-4 correct
Limited Progress — 0-2 correct

READING WORDS WITHIN TEXT

Mom got a red pen.

Kim sat on the rug.

Mastered — 7-8 correct
Progressing — 5-6 correct
Limited Progress — 0-4 correct

Notes

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Student Sheet

rob

yet

wax

fig

mud

Mom got a red pen.

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Teacher Recording Sheet

SPELLING WORDS IN ISOLATION

Word	✓ if correct	Notes
rug		
fin		
sob		
wet		
mad		

Total

Mastered — all correct
Progressing — 3-4 correct
Limited Progress — 0-2 correct

SPELLING WORDS WITHIN TEXT

Is the bug in the web?
 Jim got the map.

Mastered — 9-10 correct
Progressing — 7-8 correct
Limited Progress — 0-6 correct

Notes
