Assessment: Soft 'c' ('-ace' and '-ice')
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

• student read sheet, one copy

• teacher recording sheet for spelling, one per student

• pencil and 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:

• Administer the assessment to one student at a time.

• Give the student the reading sheet. As the student reads the words and sentences, mark on your recording sheet 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:

• Can be given individually, in small groups, or in large groups.

• 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.)

HOW TO SCORE THE ASSESSMENTS:

Each assessment is made up of 10 words, each worth one point. There are five words to read or spell in isolation and five words to read or spell in the context of a sentence.

• Count only the words with the soft 'c' in the '-ace' and '-ice' patterns that are read or spelled correctly.

• Make notes so you can analyze the student's error(s). Your analysis will inform your next instructional steps with this student.

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HOW TO USE THE INFORMATION GATHERED FROM THE ASSESSMENTS:

Listening to a student read and having a student spell provides important data about the next instructional step to take with the student. This data can be analyzed and used to plan interventions, form small groups, and guide large group instruction. Here are some ways the data can inform instruction:

Next steps for READING instruction:

- If a student is still tapping out (segmenting) each sound in the word to read it, work on 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.

Next steps for SPELLING instruction:

- If a student has difficulty spelling the words 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.

Reading Assessment for the Soft 'c' in the '-ace' and '-ice' patterns

Student _____ Grade _____ Teacher Initials _____ Date _____ Score _____ /10

Directions: Assess students individually. Have each student read the words and sentences on the read sheet aloud.

READING WORDS IN ISOLATION

Word	✓ if correct	Notes
face	☐	
lace	☐	
nice	☐	
spice	☐	
space	☐	

READING WORDS WITHIN TEXT

Sentence	✓ if correct	Notes
I came in first <u>place</u> in the <u>race</u>.	☐ place ☐ race	
I will ask my mom <u>twice</u> for a <u>slice</u> of cake.	☐ twice ☐ slice	
I hope I pick an <u>ace</u>.	☐ ace	

Assessment: Soft 'c' ('-ace' and '-ice') in Reading and Spelling

face   lace   nice   spice   space

I came in first place in the race.

I will ask my mom twice for a slice of cake.

I hope I pick an ace.

Spelling Assessment for the
Soft 'c' in the '-ace' and '-ice' patterns

Student _____ Grade _____ Teacher Initials _____ Date _____ Score _____ /10

Directions: Give students paper and pencil. Dictate words and sentences for them to spell. Can be given in a whole group, small group, or individually.

SPELLING WORDS IN ISOLATION

Word	✓ if correct	Notes
race	☐	
pace	☐	
dice	☐	
vice	☐	
twice	☐	

SPELLING WORDS WITHIN TEXT

Sentence	✓ if correct	Notes
Can you <u>trace</u> the shape in this <u>space</u>?	☐ trace ☐ space	
I put a <u>spice</u> in the <u>rice</u>.	☐ spice ☐ rice	
I like <u>ice</u> in my milk.	☐ ice	