

SD71 GRADE 2 LITERACY ASSESSMENT

TEACHER RESPONSE FORMS Simplified

1. PHONEMIC AWARENESS



1a. Medial Phoneme Isolation:

Prompt: I am going to say a word.
Tell me the middle sound of the word ____.

pen man
hop fit
 sky

Words	Sound	Date:
pen	/e/	
man	/a/	
hop	/o/	
fit	/i/	
sky	/k/	
Total		/5
NOTE: if any incorrect, score is EMERGING		

Phonemic Awareness (1a & b)

Proficient	10
Developing	6-9
Emerging	<5

1b. Medial Substitution



I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word

Practice: the word is "bit". Change the middle sound from /i/ to /a/. What is the new word?

Prompt: The word is _____. Change /_/ to /_/.

The word is **ran**. Change the /a/ to /u/.

The word is **not**. Change the /o/ to /u/.

The word is **top**. Change the /o/ to /i/.

The word is **has**. Change the /a/ to /i/.

The word is **bit**. Change the /i/ to /e/.

Original Word	New Word	Date:
The word is <u>ran</u> . Change the /a/ to /u/.	run	
The word is <u>not</u> . Change the /o/ to /u/.	nut	
The word is <u>top</u> . Change the /o/ to /i/.	tip	
The word is <u>has</u> . Change the /a/ to /i/.	his	
The word is <u>bit</u> . Change the /i/ to /e/.	bet	
Total		/5

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2: Phonics & Basic Code



Phonics:

- **Prompt: I will point to some letters.**
 - **Tell me what sound these letters make.**

Sometimes groups of letters make more than 1 sound, as in the case of “oo,” which may result in more than one correct response. Either response is acceptable.

2a. Digraphs

Sounds	
ch	
th	
wh	
sh	
ng	
qu	
Total	/6

2b. Complex Vowels

Sounds	
ou	
oi	
er	
oo	
ar	
oy	
ow	
Total	/7

2c. Long vowels and vowel teams

Sounds	
a_e	
e_e	
i_e	
o_e	
u_e	
ay	
ee	
oa	
ie	
ai	
Total	/10

Scoring Section 2: Basic Code

Subset 1: vowels and digraphs (2a-2c)	
Proficient	21-23
Developing	16-20
Emerging	Less than 16

Subset 2 Letter sounds (2d)	
Proficient	56-60
Developing	50-56
Emerging	<50

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2d. Letter name and sounds: Administer this task if there are concerns about gaps in phonics understanding based on the previous subsets. If the child offers the letter name, prompt again to ask for the sound.

***Note: Teacher discretion will be required here.** If the student has been instructed with Jolly Phonics, individual letters rarely have more than one sound—long a, for example, always occurs in combination with another letter, whereas UFLI instruction includes two sounds for each vowel. The teacher can determine which score seems most reasonable given the phonics instruction the child has received.

	sound	name			sound	name
c				s		
z				u		
j				d		
a				e		
k				p		
m				f		
r				g		
v				q		
t				x		
w				h		
n				i		
o				l		
b				y		
Total	/16	/13		Total	/18	/13
Total					/60	

3. Reading Sight Words: (shaded words are bonus for October) 4. Spelling Screener Dictation:

Start with the grade 1 words. If the student completes them all, move on to the grade 2 list. If the child does not get 3 of the first five Grade 1 words correct, discontinue.

Note: depending on the phonics program used in Grade one, there may be unfamiliar words in this list. Teachers are encouraged to use a sight word list that is appropriate.

Record all responses, including multiple attempts. When students sound out one letter at a time, these can be separated with a dash (-) .

Administered to a small group or whole class. Numbered line sheets are in the Student Pages section. Scoring page is in the Teacher Recording Sheets and the At A Glance Student Profile page.

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3. Sight Words

Grade 1 words (Fry 1 st 25 of 100)			Grade 2 words (fry 1 st 25 of 200)		
1.	the		1.	over	
2.	of		2.	new	
3.	and		3.	sound	
4.	a		4.	take	
5.	to		5.	only	
6.	in		6.	little	
7.	is		7.	work	
8.	you		8.	know	
9.	that		9.	place	
10.	it		10.	years	
11.	he		11.	live	
12.	was		12.	me	
13.	for		13.	back	
14.	on		14.	give	
15.	are		15.	most	
16.	as		16.	very	
17.	with		17.	after	
18.	his		18.	things	
19.	they		19.	our	
20.	I		20.	just	
21.	at		21.	name	
22.	be		22.	good	
23.	this		23.	sentence	
24.	have		24.	man	
25.	from		25.	think	
				total	/25

Proficient	23
Developing	20-23
Emerging	less than 20

4. Spelling Dictation (encoding):

1. mud	Don't step in the mud.
2. nap	I like to nap when I'm tired.
3. set	The sun will set in the west.
4. fog	It's hard to see in thick fog.
5. rib	The football player broke his rib.
6. life	Remember to enjoy life every day.
7. shack	A shack is a small house.
8. stone	Stone walls last a long time.
9. trunk	The trunk of that tree is very big.
10. goat	A goat is a useful farm animal.
11. scrape	Did you scrape your knee when you fell down?
12. beat	Keep the beat when you clap to music.
13. champ	The Stanley Cup winner is the champ.
14. third	Third place is behind first and second.
15. drain	Water goes down the drain.
16. bridges	Two bridges go over the canyon.
17. crutch	If you hurt your foot, you can use a crutch to walk.
18. growing	We are growing carrots in our garden.
19. walked	I walked slowly to school.
20. born	The kittens were born yesterday.
21. spoil	Don't let the rain spoil the trip.
22. smiling	Smiling is easy if you are having fun.
23. slipping	Our feet were slipping on the ice.
24. shouting	My voice was tired from shouting.
25. higher	Eagles fly higher than most small birds.

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5. Comprehension: Story Map

After reading a story to the class, *and taking time to do some discussion, turn and talks, and other strategies for response*, administer the following assessment (Story Map). Use their drawing or writing on the back of the page to have them tell you their understanding of the story. This conferring episode can assist in the scoring of the task. Use one of the two scoring options based on the language you are most familiar with. The totals are the same on each scoring option.

The Story Map can be found in Student Pages.

Scoring a: Story Grammar Marker

Elements		
Characters	<ul style="list-style-type: none"> Includes main characters Detail about the characters 	/2
Setting	<ul style="list-style-type: none"> Where characters are or what they are doing Additional detail 	/2
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Articulates the resolution of the story,	
Feelings	How do characters feel or think about the outcome	
	Total	/10

Comprehension TARGETS	
Proficient	8-10
Developing	5-7
Emerging	Less than 5

Scoring b: Story Elements

Elements		
Characters	<ul style="list-style-type: none"> Includes main characters one specific detail 	/2
Setting	<ul style="list-style-type: none"> Includes setting 2 details 	/2
Problem	<ul style="list-style-type: none"> Explains the problem relates the problem to relationships between characters and/or setting (feelings) 	/2
Actions	<ul style="list-style-type: none"> Explains how the character acted on the problem provides two actions in sequence 	/2
Solution	<ul style="list-style-type: none"> Articulates the resolution of the story references character feelings 	/2
Total:		/10

Beginning elements include:

- Character
- Setting
- Initiating Event (Problem)

Middle elements include:

- Initiating Event (Problem)
- Feelings
- Plan
- Attempts (Actions)

End elements include:

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6. ORAL READING FLUENCY

Readings 1-5 are for October. **Proficient for grade 1 is successful on #5, with Fluent 4 (F4).** Fluency includes smoothness, expression, and accuracy.

	Text and question	Comprehension	Word count	Total words
1.	The red fox can run. <i>What colour is the fox?</i>	/1	5	/5
2.	The cub is in the den. <i>Where is the cub?</i>	/1	6	/11
3.	The crab is on a rock. <i>What is on the rock?</i>	/1	6	/17
4.	The man rides his bike on the track. He is going fast. <i>Where is he? What is he doing?</i>	/2	12	/29
5.	We went on a hike to the lake. We went fishing off the dock. It was hot and sunny. We had a picnic. <i>Where did they go?</i> <i>What did they do?</i> <i>What did they take with them?</i>	/3	23	/52
6.	There is a deer in the forest eating grass. It hears a crash! What do you think it is? <i>What do you think it is?</i> <i>How might the deer feel?</i>	/2	19	/71
7.	Today an elder visited our classroom. She told us a story about her life when she was a child. We sat in a circle and passed the talking stick. <i>What did the elder talk about?</i> <i>How did we sit?</i>	/2	29	/100
8.	A large eagle is flying in the sky over the sea. It swoops down to catch dinner in its talons. It takes the fish back to its nest for the eaglet. <i>What did the eagle catch?</i> <i>What happened to the fish?</i>	/2	31	/131

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9.	At the playground in town the steep slide and swings are fun! What do you want to play on? You could go down the slide. We could play grounders or go high on the swings together. <i>Which of the three things would you choose to do at the park?</i>	/1	36	/167
10.	The otter is on a beach near Oyster River. The beach is rocky with shells and seaweed. The otter has a sleek fur coat. She waits by a tidepool. What is she waiting for? <i>What is her coat like?</i> <i>What do you think the otter is waiting for?</i>	/1	34	/201
11.	At Airforce Beach you can see the jets fly overhead. They are called the Snowbirds. They are fast and noisy! They practice stunts and work as a team. Cover your ears if it is too loud. <i>Tell me two things about the jets.</i>	/2	36	/237
Totals		/20	/237	

	October	May
Reading passage	%	%
Fluency and Expression	NF1 NF2 F3 F4	

<https://files.coxcampus.org/Measures-of-Prosody.pdf>

Proficiency		
Emg <90%	Dev 91-95%	Prof 96%+
NF1	NF2	F3 F4

National Assessment of Educational Progress Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in 3-4 word phrase groups. Majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some 3-4 word groupings. Some word-by-word reading may be present. Word groupings are awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional 2-3 word phrases may occur- but infrequent and/or do not preserve meaningful syntax.

Source: White, S., Sabatini, J., Park, B. J., Chen, J., Bernstein, J., & Li, M. (2021). The 2018 NAEP Oral Reading Fluency Study. NCES 2021-025. National Center for Education Statistics.