

Scoring Sheet for First Grade Scott Foresman Quick checkouts

Student Name _____

UNIT 1:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.* * If students miss more than 2 words on regular word reading, assess sound spellings. See below .

| | | | | | |
|-------------------------------------|-----|------|------|------|-----|
| <u>Regular Words:</u> | | | | | |
| fat | dug | pack | mix | hop | |
| bed | ox | step | cut | sick | /10 |
| <u>High Frequency Words:</u> | | | | | |
| too | way | take | up | help | |
| this | her | saw | into | get | /10 |

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*

| | | | | | | | |
|--------------------------------|----|---|----|---|---|---|----|
| <u>Sound Spellings:</u> | | | | | | | |
| a | ck | i | _x | o | e | u | /7 |

UNIT 2:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.* * If students miss more than 2 words on regular word reading, assess sound spellings. See below.

| | | | | | | | |
|-------------------------------------|-------|-------|-------|------|--------|------|-----|
| <u>Regular Words:</u> | | | | | | | |
| rush | thud | ball | walk | bake | hive | eve | |
| whale | chick | such | itch | note | cute | feet | |
| | | | | | | | /14 |
| <u>High Frequency Words:</u> | | | | | | | |
| put | want | could | old | out | people | | |
| now | there | find | water | some | their | | |
| | | | | | | | /12 |

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*

| | | | | | | | |
|--------------------------------|-----|-----|-----|-----|----|--|-----|
| <u>Sound Spellings:</u> | | | | | | | |
| tch | a_e | sh | e_e | i_e | ee | | |
| ch | o_e | u_e | th | al | wh | | |
| | | | | | | | /12 |

UNIT 3:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page. * If students miss more than 2 words on regular word reading, assess sound spellings. See below.***

| | | | | | | |
|-------------------------------------|------|------|------|--------|------|-----|
| <u>Regular Words:</u> | | | | | | |
| bunny | sky | bang | junk | horn | sore | |
| arm | fern | girl | turn | edge | | /11 |
| <u>High Frequency Words:</u> | | | | | | |
| Right | our | any | were | very | | |
| again | done | know | does | become | | /10 |

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.***

| | | | | | | |
|--------------------------------|-----|----|------|-----|--|-----|
| <u>Sound Spellings:</u> | | | | | | |
| -ng | ur | or | ar | ore | | |
| er | -nk | ir | -dge | -y | | /10 |

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

| | | |
|--|-----|---------|
| A Big Day for Mom | | |
| Can we make Mom smile? We have many wishes for Mom. We will make mom a cake. We will mix and stir. We must not burn her cake! See Mom grin. She has a big smile. | | |
| Accuracy | /41 | _____ % |

UNIT 4:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page. * If students miss more than 2 words on regular word reading, assess sound spellings. See below.***

| | | | | | | |
|-------------------------------------|---------|---------|-------|-------|------|------|
| <u>Regular Words:</u> | | | | | | |
| nail | neat | soap | mow | pie | new | play |
| knee | clue | wrong | suit | might | room | |
| | | | | | | /13 |
| <u>High Frequency Words:</u> | | | | | | |
| about | would | over | great | took | | |
| laugh | thought | because | only | above | | |
| | | | | | | /10 |

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.***

| | | | | | | |
|--------------------------------|------|----|----|----|----|-----|
| <u>Sound Spellings:</u> | | | | | | |
| ay | ui | ea | kn | ow | ue | oo |
| ai | -igh | oa | wr | ew | ie | /13 |

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

| | | | |
|--|----------|-----|---------|
| Liz's Busy Day | | | |
| Liz is glad to be at school. When the bell rings, she will go inside. Liz will put her backpack by her desk. Liz and Jen play baseball when lunch is over. Then it is time for math. Liz likes math. | | | |
| Time _____ | Accuracy | /44 | _____ % |

UNIT 5:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page. * If students miss more than 2 words on regular word reading, assess sound spellings. See below.***

| | | | | |
|-------------------------------------|--------|---------|-----------|-------|
| <u>Regular Words:</u> | | | | |
| fowl | loud | wood | boil | toy |
| head | lawn | haul | brown | sound |
| /10 | | | | |
| <u>High Frequency Words:</u> | | | | |
| behind | should | none | another | goes |
| today | early | through | different | carry |
| /10 | | | | |

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.***

| | | | | | | |
|--------------------------------|----|----|----|----|----|----|
| <u>Sound Spellings:</u> | | | | | | |
| ow | oo | oi | oy | aw | au | ea |
| /7 | | | | | | |

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

| | | | |
|--|----------|-----|---------|
| Sam and Max | | | |
| Sam likes to walk his pet Max. Max needs a bath every week. Sam saw Max run away one day. Sam tried to call him. But Max did not stay away for long. He came back. Max is Sam's best friend. | | | |
| Time _____ | Accuracy | /44 | _____ % |