

Blackline Masters for Instruction and Assessment

**Revised Assessment Pages** 

# January 2022

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# G

### Level 1 Mid-Level Test: Administration, Scoring, and Reporting

#### Overview

The Level 1 Mid-Level Test should be administered midway through Level 1, after Lesson 5. This assessment measures the retention of previously learned concepts in this level. The assessment is made up of two parts. Test students as a group in Part 1 and individually in Part 2.

**Part 1: Spelling:** Students spell a list of words that includes the concepts from previously taught Level 1 lessons.

**Part 2: Decodable Words:** Students read a list of decodable words that includes the concepts from previously taught Level 1 lessons.

#### **Administering the Test**

Part 1: Spelling)

#### Pages 43-44

- Ensure that each student has a copy of Part 1 of the test.
- Dictate the words to the group. After you dictate each word, allow several seconds for students to write the word.
- When completed, collect student work.

To administer Part 1, state the following:

- 1. I will say a word, and you will write the word. Concept 1, word 1, is sad. Write sad.
- 2. Tag. Write tag.
- 3. Can. Write can.
- 4. Mast. Write mast.
- 5. Swam. Write swam.
- 1. Concept 2, word 1, is *lip*. Write *lip*.
- 2. Fin. Write fin.
- 3. Sit. Write sit.
- 4. Brim. Write brim.
- 5. *Milk*. Write *milk*.
- 1. Concept 3, word 1, is *hot*. Write *hot*.
- 2. Prop. Write prop.
- 3. Log. Write log.
- 4. Pox. Write pox.
- 5. Frost. Write frost.



- 1. Concept 4, word 1, is *bug*. Write *bug*.
- 2. Hut. Write hut.
- 3. Gulp. Write gulp.
- 4. Sun. Write sun.
- 5. Glum. Write glum.
- 1. Concept 5, word 1, is *bed*. Write *bed*.
- 2. Pep. Write pep.
- 3. Met. Write met.
- 4. Trend. Write trend.
- 5. Yelp. Write yelp.

#### Part 2: Decodable Words

#### Page 45

- Ensure that you have a master copy of Part 2, plus one copy per student to use as a recording sheet.
- Direct the student to read the words for each concept from left to right. Do not stop the student, even if an error is made.
- Indicate errors by circling any misread words on the recording sheet. Sounded-out and self-corrected words are counted as correct.

#### **Scoring and Reporting**

#### Page 46: Level 1 Mid-Level Test Recording Form

#### Page 116: Level 1 Assessment Summary Sheet

**Part 1:** Circle all misspelled words on each student's test. The goal for correctly spelled words in each concept is 80 percent mastery, or 4 correct words.

**Part 2:** The goal for correctly read words in each concept is 80 percent mastery, or 8 correct words.

To calculate the percentage correct, divide the number of correct responses by the total number of responses.

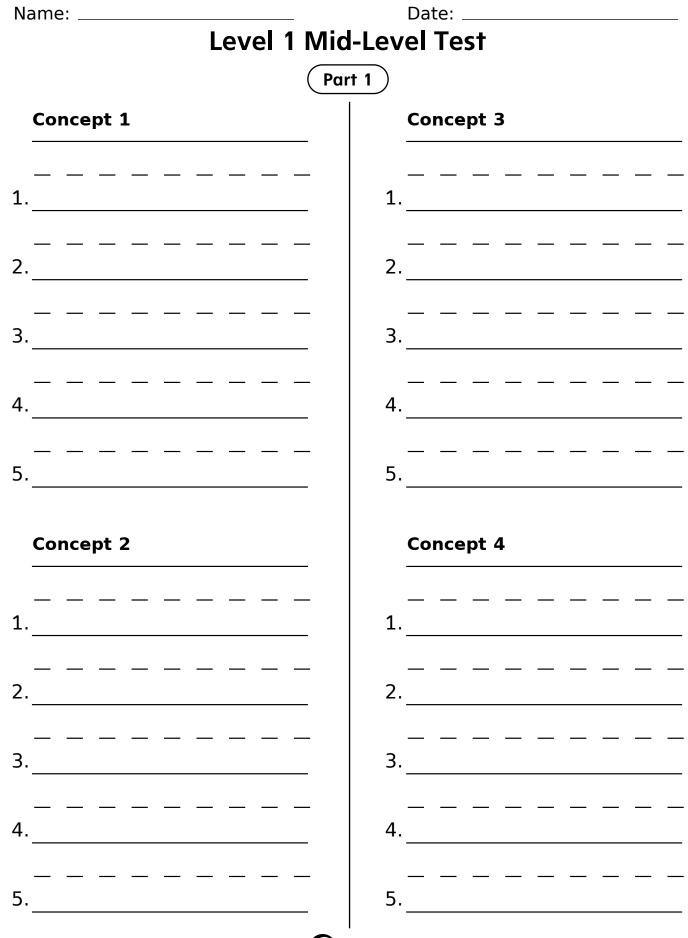
Enter results in the Level 1 Mid-Level Test Recording Form, page 46.

**Monitor Student Progress:** To track student progress throughout the level, enter the scores on the Level 1 Assessment Summary Sheet on page 116.

#### Remediation

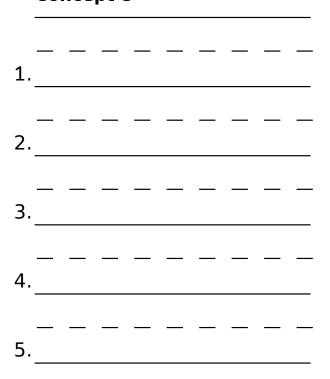
When a student does not achieve 80 percent on a concept, select and reteach a Reinforcing Lesson from that concept to provide remedial instruction for the student. After teaching the Reinforcing Lesson, have the student retake the Concept Assessment for that Reinforcing Lesson to assess if the student has now mastered the concept.





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#### Concept 5





### Part 2

Concept	1: Short a						
tag	mast	can	map	swa	m	bat	past
damp	o ran	sad					
Concept 2: Short i							
fin	lip p	orint b	rim	clip	sit	pig	milk
fix	tin						
Concept	3: Short o						
lot	blob	prop	hot	cod	top	clo	ot
рох	frost	log					
Concept	4: Short u						
hut	bunt	rust	glum	sun	n r	um	bug
tub	gulp	dump					
Concept	5: Short e						
рер	met	trend	help	o ver	nt	bed	leg
fret	hen	yelp					

Name:		
Date:	 	 

### Level 1 Mid-Level Test Recording Form

		# Correct / Total #	Comments
Concept 1:	Part 1: Spelling	/ 5	
Short a	Part 2: Decodable Words	/ 10	
		Total: *12 / 15	
<b>Concept 2:</b> Short <i>i</i>	Part 1: Spelling	/ 5	
Short	Part 2: Decodable Words	/ 10	
		Total: *12 / 15	
Concept 3:	Part 1: Spelling	/ 5	
Short o	Part 2: Decodable Words	/ 10	
		Total: *12 / 15	
Concept 4:	Part 1: Spelling	/ 5	
Short <i>u</i>	Part 2: Decodable Words	/ 10	
		Total: *12 / 15	
Concept 5:	Part 1: Spelling	/ 5	
Short e	Part 2: Decodable Words	/ 10	
		Total: *12 / 15	
	Overall Comments and Ol	oservations	

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\*Number of correct answers needed to achieve 80% mastery



#### Lesson 1.1 Concept Mastery Fluency Drill

had and and had ran an man can at ran man had and at can ran an man and at can ran had at can and at man ran can an and ran

and at at and and can man at man ran 10 and had had had at can at an ran and 20 had had and at ran and ran can at ran 30 had can can man can an man an ran 39 and at had and at ran ran man can ran 49 and and at at and at had can an man 59 and at ran can man ran can an man at 69 had and and man and can ran an at ran 79 had and had can had and can ran at 88 had at and and ran at can can ran man 98 had at and man can can an man at an 108 had and at man at and can an man and 118

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### Lesson 1.1a Concept Assessment

ах	tag	at	ram	map
yam	tap	rag	sag	lad

The man had a van.

The <u>bag</u> <u>has</u> a <u>tan</u> <u>tab</u>.

The <u>cat has</u> a <u>nap</u>.



## Lesson 1.1b Concept Assessment

had	am	ham	mad	bat
ran	sad	cab	sat	nap

The man can pat the cat.

Dan had a map.

Sam has a hat.



# Lesson 1.1c Concept Assessment

wag	tap	pal	rat	hat
pad	сар	gap	can	gas

The fat cat is sad.

Dad had a ham and a yam.

Pam sat.



# Lesson 1.1d Concept Assessment

tag	sap	wax	bad	hat
fan	jam	mat	rap	pad

### Sam can pat the cat.

<u>Jan has a tan pan</u>.

Dad sat.



# Lesson 1.1e Concept Assessment

pal	vat	tan	pan	bad
fan	ham	fad	lap	zap

The cat ran.

Nan sat at the mat.

Al can wax the cab.



### Lesson 1.2a Concept Assessment

hit	if	lip	wig	did
sit	pin	dip	fib	win

The <u>pig</u> can <u>tip</u> the <u>rim</u>.

The kid has six big figs.

The wig fit Tim.



# Lesson 1.2b Concept Assessment

fib	bin	mix	tip	dim
fix	pig	hip	him	sip

<u>Jim is</u> sad.

Liz can sit.

The <u>pit</u> is <u>big</u>.

<u>Dip</u> the <u>pin</u> in the gas cap.



# Lesson 1.2c Concept Assessment

fib	pig	bid	tin	rip
bib	six	rib	mix	bit

Dad can fix the bin.

Tim did win.

A <u>pig</u> and a rat sat <u>in</u> a <u>pit</u>.

<u>Mim</u> has a <u>pin</u>.



### Lesson 1.2d Concept Assessment

hip	did	his	tin	fit
dip	fin	rim	wig	if

The cat <u>bit</u> the <u>big</u> <u>rib</u>.

Jan's rag <u>bin</u> has a <u>bib</u> in it.

The <u>pig</u> had <u>six</u> <u>figs</u>.

### Lesson 1.2e Concept Assessment

fin	tip	lit	hip	bin
dip	him	fig	dim	pin

Jim has a bad <u>hit</u>.

The lid fit.

<u>Tim</u> can <u>dig</u> a <u>pit</u>.

The man <u>bit his lip</u>.

