Word Study Weekly Assessment Checklist

Within Word & Syllable Juncture ~ Current Word Study Feature \_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Not Yet** | **Starting To** | **Yes** |
| **Weekly word list spelling** | I spelled most of my words right. | □  More than 4 errors | □  3-4 errors | □  No errors or  1-2 errors |
| If I spelled incorrectly, I could tell my teacher why I made a mistake and fix it myself. **(only checked if errors present)** | □ | □ | □ |
| **Spell the new sound/ pattern in new words** | I could use the new spelling feature in words I did not study this week. | □  Feature & word incorrect | N/A | □  Feature and word spelled correct |
| If I made a mistake on a the feature in new words it as because:   * I never read/heard the word * Confused the sound/pattern   I could tell my teacher why the feature was not correct or I could use the feature in a different new word when asked.  **(only checked if errors present)** | □ | □ | □ |
| **Discovery** | I could tell the teacher in writing why words were sorted the way they were that included sound (what I hear) and pattern (what I see) | □  Does not tell/write sound and visual patterns | □  Tells/writes sound **OR** visual patterns (not all) | □  Tells/writes sound **and** visual patterns |
| If I could not write the discovery, I could explain it accurately when asked by my teacher. **(only checked if not written)** | □ | □ | □ |
| **Use in writing** | I use these new words and patterns when I write | □  Minimal/none present | □  Some of the time | □  Most of the time |

***Event on Skyward will be listed as:***

* ***Y (meeting proficiency on weekly test meeting all Yes requirements) or***
* ***N (not meeting proficiency on weekly test – meeting mostly No or Starting To)***

**Word Study Expectations K-6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | K | 1st | 2nd | 3rd | 4th | 5th | 6th |
| Nov. | Initial Consonants | A-F/H | E-J | F/H-K/L | I-O | K-R | M-T |
| Jan./Feb. | Initial & Final Consonants | E-G | F/H-J | G-K/L | J-P | M-S | O-T |
| May | A-D | E-G | F-J | G-M | J-Q | M-T | P-T |

\*Parent Note: Research indicates that spelling trails reading level by about 14 months

Word Study Weekly Assessment Checklist

Within Word & Syllable Juncture ~ Current Word Study Feature \_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Not Yet** | **Starting To** | **Yes** |
| **Weekly word list spelling** | I spelled most of my words right | □  More than 4 errors | □  3-4 errors | □  No errors or  1-2 errors |
| If I spelled incorrectly, I could tell my teacher why I made a mistake and fix it myself. **(only checked if errors present)** | □ | □ | □ |
| **Spell the new sound/ pattern in new words** | I could use the new spelling feature in words I did not study this week. | □  Feature & word incorrect | N/A | □  Feature correct, but word spelled incorrect |
| If I made a mistake on a the feature in new words it as because:   * I never read/heard the word * Confused the sound/pattern   I could tell my teacher why the feature was not correct or I could use the feature in a different new word when asked.  **(only checked if errors present)** | □ | □ | □ |
| **Discovery** | I could tell the teacher in writing why words were sorted the way they were that included sound (what I hear) and pattern (what I see) | □  Does not tell/write sound and visual patterns | □  Tells/writes sound **OR** visual patterns (not all) | □  Tells/writes sound **and** visual patterns |
| If I could not write the discovery, I could explain it accurately when asked by my teacher. **(only checked if not written)** | □ | □ | □ |
| **Use in writing** | I use these new words and patterns when I write | □  Minimal/none present | □  Some of the time | □  Most of the time |

***Event on Skyward will be listed as:***

* ***Y (meeting proficiency on weekly test meeting all Yes requirements) or***
* ***N (not meeting proficiency on weekly test – meeting mostly No or Starting To)***

**Word Study Expectations K-6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | K | 1st | 2nd | 3rd | 4th | 5th | 6th |
| Nov. | Initial Consonants | A-F/H | E-J | F/H-K/L | I-O | K-R | M-T |
| Jan./Feb. | Initial & Final Consonants | E-G | F/H-J | G-K/L | J-P | M-S | O-T |
| May | A-D | E-G | F-J | G-M | J-Q | M-T | P-T |

\*Parent Note: Research indicates that spelling trails reading level by about 14 months