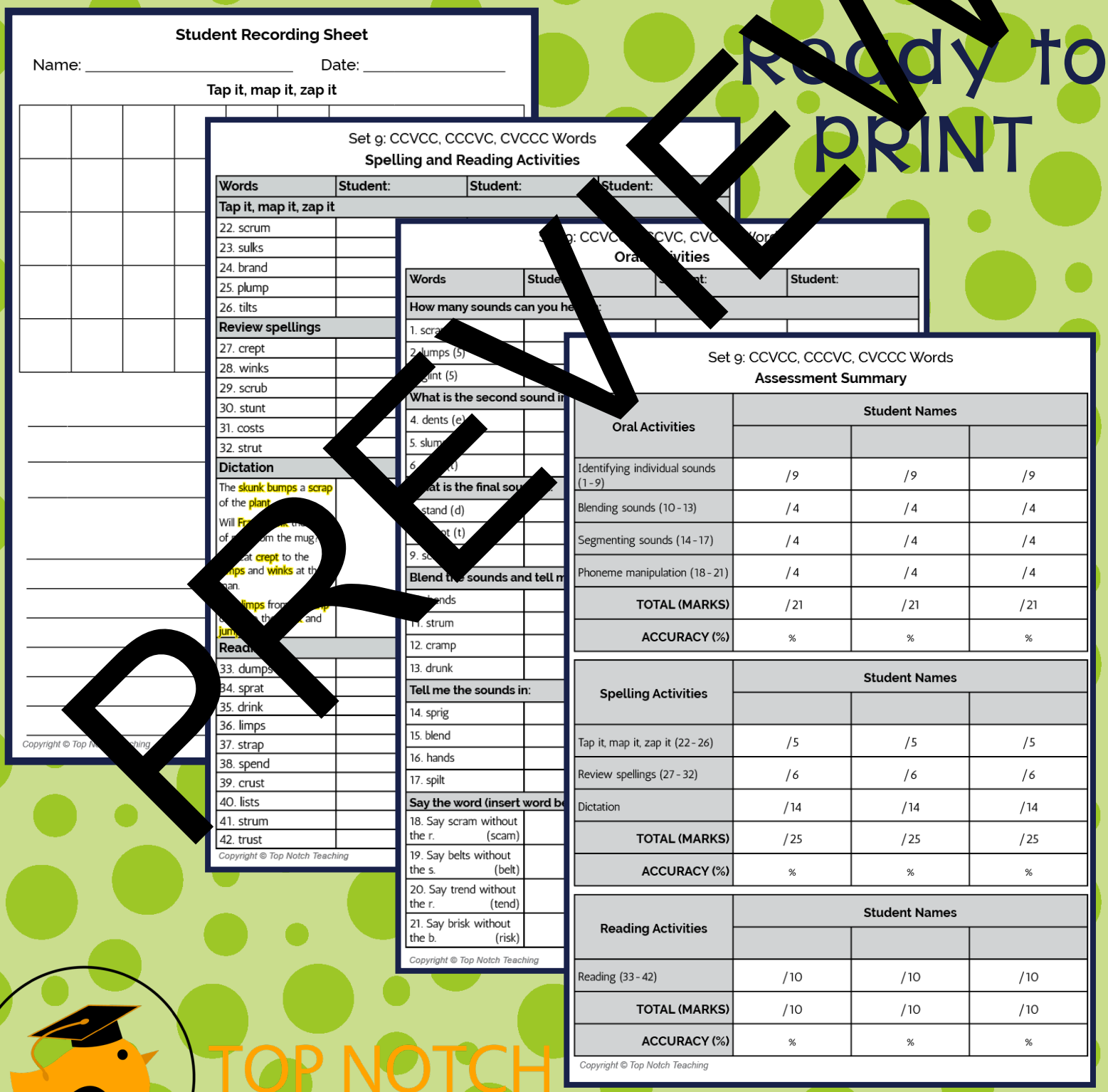
Progress Monitoring

CVC Words, Consonant Blends, and Digraphs



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About This Pack

Included in this pack are 19 sets of progress monitoring assessments designed to help you monitor students' phonological and phonemic awareness, reading, and spelling skills.

The pack helps you collect data to determine if your teaching program or intervention is working, who may be struggling with particular skills and if you need to re-teach some areas.

These assessments can be used with any phonics program and are organized systematically by phonics knowledge.

Each set includes an assessment cover sheet to help you score individual tasks and identify areas of weakness. The summary is split into oral activities, spelling activities, and reading activities to help you narrow down the gaps. There is room to record data for three students in each set.

The Appendices provide a student recording sheet where your students can record the tasks from the spelling section of the assessment.

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About This Pack

The specific assessment activities include:

Oral assessments

- Identify individual sounds
- Identify syllables (Sets 17 - 19)
- Blend sounds
- Segment sounds
- Phoneme manipulation
- Identify the spellings of the focus sound (Sets 17 - 19)

Spelling assessments

- Tap it, map it, zap it - one syllable words
- Review spellings - one syllable and multisyllabic words (Sets 17 - 19)
- Dictation sentences

Reading assessments

- Reading one syllable words
- Reading multisyllabic words (Sets 17 - 19)

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Progression Of Skills

The following table shows the specific sound/spelling focus for each set.

Progression Of Skills	
Sets	**Sound/Spelling Focus**
1	CVC words: a, i, m n, o, p, s, t
2	CVC words: b, c, g, h
3	CVC words: d, e, f, v
4	CVC words: k, l, r, u
5	CVC words: j, w, x, y, z
6	Double consonants: ff ll, ss zz
7	VCC and CVCC words
8	CCVC words
9	CCVCC, CCCVC, CVCCC words
10	Digraph sh
11	Digraph ch
12	Digraph c
13	Digraph th
14	Digraph wh
	Digraph ng
	Spelling <qu>, sounds /k/ /w/
17	Sound /k/, spellings < c k ck >
18	Sound /l/, spellings < l ll le >
19	Sound /ch/, spellings < ch tch >

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How To Use

You can use this assessment pack to collect data and information about all the students in your class or only some students. There is room to record data for three students in each set.

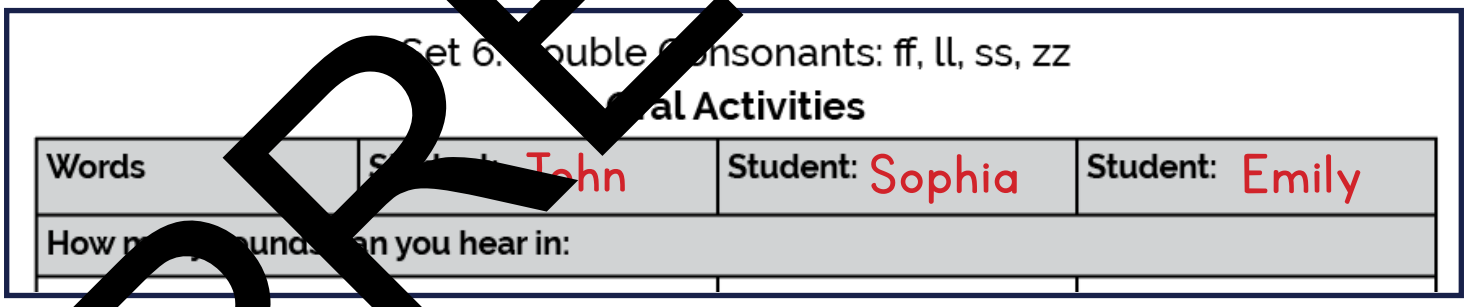
The oral and reading assessments are best conducted in a one to one setting, but the spelling assessment can be completed in small groups or with the whole class.

You will need to print the four sheets in each set as well as the student recording sheet found in the Appendices.

The assessment tasks can be completed in order from item 1, or you can choose the tasks you wish to complete.

Oral Activities

First, write the name of each student at the top of the sheet.



Set 6: Double Consonants: ff, ll, ss, zz

Oral Activities

Words	Student: John	Student: Sophia	Student: Emily
How many sounds can you hear in:			

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How To Use

Go through and ask each of the questions to your students. For example, "how many sounds can you hear in mill?" You can record in the space the answer the student says and a tick if it is correct. The answers are supplied in brackets after the words. It can also be useful to highlight any errors.

Words	Student: John	Student: Sophia	Student: Emily
How many sounds can you hear in:			
1. mill (3)	3 ✓		
2. huff (3)	4		
3. mess (3)	3 ✓		

For the tasks on blending sounds, you say each sound and your student tells you the word. For example, you could say, "I'm going to say some sounds, and I want you to tell me the word, /f/…/e/…../s/." Wait one second between saying each sound. You can either record the answer the student says or a tick if correct.

Blend the sounds and tell me the word (say each sound):			
10. less	l-e-ss		
11. cuff	cu-ff		
12. fizz	fizz ✓		
13. fell	f-e-ll ✓		

For the tasks on segmenting sounds, you get your students to do what you were doing. For example, you could say, "I'm going to say a word, and I want you to tell me the sounds in the word. Tell me the sounds in puff."

Tell me the sounds in:			
14. puff	p-u-ff ✓		
15. sell	s-e-ll ✓		
16. boss	d-o-ss		
17. jazz	j-e-zz		

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How To Use

For the tasks on manipulating sounds, you take a sound out of a word, and your student tells you the word left. For example, you could say, "Say the word kill (student says kill). Now repeat kill, but this time without the /k/ sound."

Some of the words remaining that students say are nonsense words. For example, "Say miss without the s." The answer is mi.

Say the word (insert word below), now say (insert word again) without the:			
18. Say kill without the k. (ill)	ill ✓		
19. Say toss without the s. (to)	toss		
20. Say miss without the s. (mi)	miss		
21. Say tiff without the t. (if)	if ✓		

Identifying the spelling of the focus sound is only for Sets 17-19. This activity requires your students to write the way a sound is spelled. Your students write the spelling; they do not need to write the whole word. You could get them to write this on a piece of paper or a mini whiteboard. For example, you could say, "Write the way we spell /l/ in swell."

Write the way we spell /l/ in:			
22. rail (l)	le ✓		
23. swell (l)	l		
24. length (l)	l ✓		

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How To Use

Go through and add up the number of tasks correct and record them in the appropriate place on the assessment summary sheet. Add up the total and then work out the accuracy for the oral activities. To find the accuracy, take the total marks scored and divide by the total marks possible, then times by 100.

Set 6: Double Consonants: ff, ll, ss, zz

Assessment Summary

Oral Activities	Student Names		
	John	[illegible]	Emily
Identifying individual sounds (1-9)	7 /9	/9	/9
Blending sounds (10-13)	3 /4	/4	/4
Segmenting sounds (14-17)	2 /4	/4	/4
Phoneme manipulation (18-21)	2 /4	/4	/4
TOTAL (MARKS)	14 /21	/21	/21
ACCURACY (%)	[illegible] %	%	%

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Use the results to help you determine any gaps or particular difficulties students have. You may need to re-teach some areas or provide further practice of skills for your students. I aim for 75-80% accuracy. For the example above, it would be worth spending some more time on phoneme manipulation and segmenting sounds as they were the areas John struggled with the most.

Set 9: CCVCC, CCCVC, CVCCC Words

Assessment Summary

Oral Activities	Student Names		
Identifying individual sounds (1 - 9)	/ 9	/ 9	/ 9
Blending sounds (10 - 13)	/ 4	/ 4	/ 4
Segmenting sounds (14 - 17)	/ 4	/ 4	/ 4
Phoneme manipulation (18 - 21)	/ 4	/ 4	/ 4
TOTAL (MARKS)	/ 21	/ 21	/ 21
ACCURACY (%)	%	%	%

Spelling Activities	Student Names		
Tap it, map it, zap it (22 - 26)	/ 5	/ 5	/ 5
Review spellings (27 - 32)	/ 6	/ 6	/ 6
Dictation	/ 14	/ 14	/ 14
TOTAL (MARKS)	/ 25	/ 25	/ 25
ACCURACY (%)	%	%	%

Reading Activities	Student Names		
Reading (33 - 42)	/ 10	/ 10	/ 10
TOTAL (MARKS)	/ 10	/ 10	/ 10
ACCURACY (%)	%	%	%

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Set 9: CCVCC, CCCVC, CVCCC Words

Oral Activities

Words	Student:	Student:	Student:
How many sounds can you hear in:			
1. scram (5)			
2. lumps (5)			
3. glint (5)			
What is the second sound in:			
4. dents (e)			
5. slump (l)			
6. strip (t)			
What is the final sound in:			
7. stand (d)			
8. tempt (t)			
9. scrap (p)			
Blend the sounds and tell me the word (say each sound):			
10. bends			
11. strum			
12. cramp			
13. drunk			
Tell me the sounds in:			
14. sprig			
15. blend			
16. hands			
17. spilt			
Say the word (insert word below), now say (insert word again) without the:			
18. Say scram without the r. (scam)			
19. Say belts without the s. (belt)			
20. Say trend without the r. (tend)			
21. Say brisk without the b. (risk)			

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Set 9: CCVCC, CCCVC, CVCCC Words

Spelling and Reading Activities

Words	Student:	Student:	Student:
Tap it, map it, zap it			
22. scrum			
23. sulks			
24. brand			
25. plump			
26. tilts			
Review spellings			
27. crept			
28. winks			
29. scrub			
30. stunt			
31. costs			
32. strut			
Dictation			
The skunk bumps a scrap of the plant. Will Frank drink the blend of milk from the mug? The cat crept to the lamps and winks at the man. Tom limps from the rip of silk to the trunk and jumps on to			
Reading			
33. dumps			
34. sprat			
35. drink			
36. limps			
37. strap			
38. spend			
39. crust			
40. lists			
41. strum			
42. trust			

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Student Reading Card

Set 9: CCVCC, CCCVC, CVCCC Words

dumps

sprat

drink

limps

strap

spend

crust

lists

strum

trust

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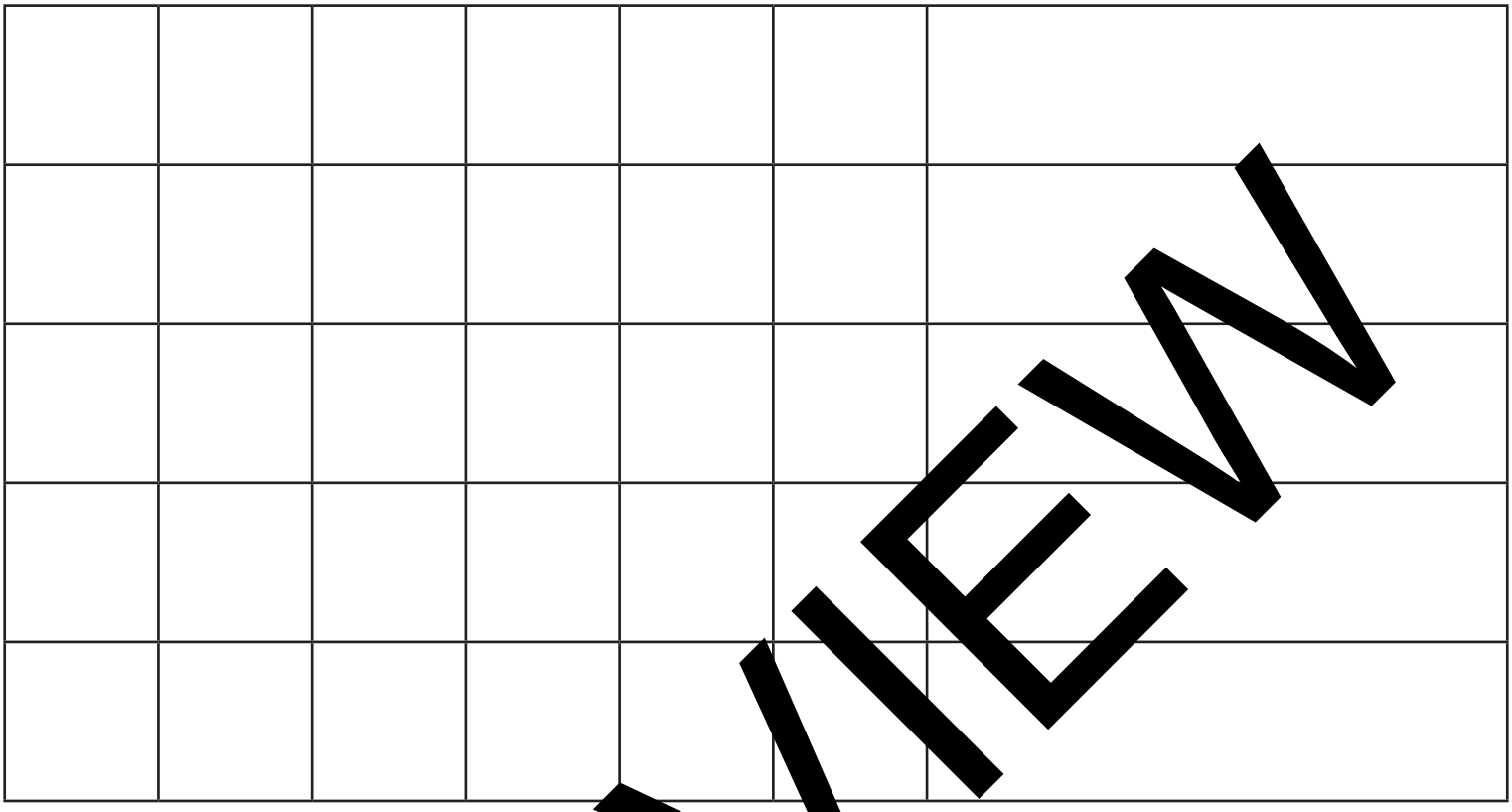
Student Recording Sheet

Name: _____ Date: _____

Tap it, map it, zap it



Review spellings

_____ _____

_____ _____

_____ _____

Dictation

_____

_____

_____

_____

_____

_____

_____

_____

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