

1. BOY Baseline Assessment and 2. Progress Monitoring (after Step 1 Letter Sound Group 3)

Name _____ Class _____ DoB ____/____/____

BOY Baseline Assessment: Date ____/____/____ Comments _____

Can write name

Group 1	s	a	t	i	p	n
Says sound in response to letter						
Writes letter in response to sound						
Forms letter correctly						
Group 2	ck	e	h	r	m	d
Says sound in response to letter						
Writes letter in response to sound						
Forms letter correctly						
Group 3	g	o	u	l	f	b
Says sound in response to letter						
Writes letter in response to sound						
Forms letter correctly						

Can blend regular cvc words	
<i>pin, can, bud, kid, leg, gas, fin, elf, hem, rot</i>	____ /10
Can write regular cvc words	
<i>cot, bid, set, rim, cap, hug, kit, fog, lap, pen</i>	____ /10

Progress Monitoring: Date ____/____/____ Comments _____

3. Progress Monitoring

(End of Step 1)

Name _____ Class _____ DoB ____/____/____

Group 4	ai	j	oa	ie	ee	or
Says sound in response to letter(s)						
Writes letter(s) in response to sound						
Forms letter(s) correctly						
Group 5	z	w	ng	v	oo	oo
Says sound in response to letter(s)						
Writes letter(s) in response to sound						
Forms letter(s) correctly						
Group 6	y	x	ch	sh	th	th
Says sound in response to letter(s)						
Writes letter(s) in response to sound						
Forms letter(s) correctly						
Group 7	qu	ou	oi	ue	er	ar
Says sound in response to letter(s)						
Writes letter(s) in response to sound						
Forms letter(s) correctly						

Can blend regular cvc words	
<i>hue, long, just, weed, port, fresh, quill, float, crouch, boxer</i>	___ /10
Can write regular cvc words	
<i>vet, torn, yelp, zoom, died, shelf, parch, brain, throat, boiling</i>	___ /10

Able to read tricky words
<i>I, the, he, she, me, we, be, was, to, do, are, all</i>
Able to write tricky words
<i>I, the, he, she, me, we, be, was, to, do, are, all</i>

Progress Monitoring (end of Step 1): Date ____/____/____ Comments _____

4. MOY Assessment

(End of Student Book 1)

Name _____ Class _____ DoB ____/____/____

Alternative spellings	y ¹	a_e	e_e	i_e	o_e	u_e
Says sound(s) in response to letter(s)						
Writes letter(s) in response to sound						

¹ <y> as /y/ and /ee/

Can blend regular words with alternative spellings	
<i>hive, lumpy, cute, sale, poke, creepy, athlete, twine, quake, perfume</i>	____/10

Sentences	Y/N
Can read decodable sentences that use the alternative spellings and tricky words taught so far	
Can write from dictation decodable sentences that use the tricky words taught so far	
Writes sentences independently, using plausibly phonic spelling, such as "caik" for cake (attach sample)	

Able to read tricky words
<i>you, your, come, some, said, here, there, they, go, no, so, my, one, by</i>
Able to write tricky words
<i>you, your, come, some, said, here, there, they, go, no, so, my, one, by</i>

Capital letters	A	B	C	D	E	F	G	H	I	J	K	L	M
Knows letter sound													
Knows letter name													
Forms letter correctly													
Capital letters	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Knows letter sound													
Knows letter name													
Forms letter correctly													

MOY Assessment: Date ____/____/____ Comments _____

5. Progress Monitoring

(End of Step 2)

Name _____ Class _____ DoB ____/____/____

Alternative spellings	ay	oy	ea	y ¹	igh	ow ²
Says sound(s) in response to letter(s)						
Writes letter(s) in response to sound						
Alternative spellings	ir	ur	ew	aw	au	al
Says sound in response to letters						
Writes letters in response to sound						

¹ <y> as /y/, /ee/, and /igh/

² <ow> as /oa/ and /ou/

Can blend regular words with alternative spellings	
<i>curl, reach, stalk, growl, clay, first, sly, hawk, annoy, thigh, shadow, few, launch</i>	____ /13

Sentences	Y/N
Can read decodable sentences that use the alternative spellings and tricky words taught so far	
Can write from dictation decodable sentences that use the tricky words taught so far	
Writes sentences independently, using plausibly phonic spelling, such as “caik” for cake (attach sample)	

Able to read tricky words
<i>only, old, like, have, live, give, little, down, what, when, why, where, who, which</i>
Able to write tricky words
<i>only, old, like, have, live, give, little, down, what, when, why, where, who, which</i>

Capital letters and alphabet	Y/N
Can recite the alphabet unprompted	
NB: Repeat the previous assessments for capital letters if there are any gaps and update Record Sheet 3	

Progress Monitoring (end of Step 2): Date ____/____/____ Comments _____

6. EOY Assessment

(End of Step 3 / Student Book 2)

Name _____ Class _____ DoB ____/____/____

Alternative spellings	ph	soft c	soft g	ue ¹	u_e ¹	ew ¹
Says sound(s) in response to letters						
Writes letter(s) in response to sound						
Alternative spellings	air	ear	are			
Says sound in response to letters						
Writes letters in response to sound						

¹ <ue>, <u_e>, and <ew> as long /oo/ (in addition to /ue/)

Can blend regular words with alternative spellings	
<i>acid, clue, wear, fancy, magic, dare, chew, energy, dolphin, stairs, germ, flute, voice</i>	____ /13

Sentences	Y/N
Can read decodable sentences that use the alternative spellings and tricky words taught so far	
Can write from dictation decodable sentences that use the tricky words taught so far	
Writes sentences independently, using plausibly phonic spelling, such as “caik” for cake (attach sample)	

Able to read tricky words
<i>any, many, more, before, other, were, because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father</i>

Able to write tricky words
<i>any, many, more, before, other, were, because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father</i>

Capital letters and alphabet	Y/N
Knows the four alphabet quarters	
NB: Repeat the previous assessments if there are any gaps and update the earlier record sheets	

Standardized test	Date	Reading age / quotient	Spelling age

EOY Assessment: Date ____/____/____ Comments _____

Reading Level