

Part 1, Decoding: Instructions and Recording Form

Instructions

- **Print one copy of Kit A: Pre-AMs 1a–1e for each student you plan to assess.**
- **Print one copy of Kit A: Pre-AMs 2a–2b (the student pages for decoding), which can be reused with all students.**
- Place **Kit A: Pre-AMs 2a–2b** in front of the student and say: *Read each line of words aloud.* (Place a blank sheet underneath each line before students read.) Before reading **Set 8**, say: *This last set of words are all made-up words. Read them aloud, but remember they are not real words.*
- Do not offer any feedback while conducting the assessment.
- Below, check or circle the words each student reads accurately. (You may choose to write an incorrect response above the word.) Total the correct responses for each line as you go.
- If a student self-corrects with the correct word, count this as a correct response.
- If a student makes **five consecutive errors in one set**, move on to the next set of words.

Student Name: _____

Date: _____

Set 1: CVC/CVCe

Totals

hat	pen	fit	log	/4	
face	bike	pole	tune	/4	/8

Set 2: Consonant Digraphs and *tch* Trigraph

shop	chat	thin	tuck	/4	
phase	fish	with	sang	/4	
those	fetch	shock	while	/4	/12

Set 3: R-Controlled Vowels

park	stir	hurt	fern	/4	
burn	scar	dirt	word	/4	
short	chirp	term	lurk	/4	/12

...continued

Part 1, Decoding: Instructions and Recording Form *(continued)*

Student Name: _____ Date: _____

Set 4: Consonant + /e

Totals

ruffle	little	uncle	apple	/4	
handle	jumble	nimble	candle	/4	/8

Set 5: Consonant Clusters (double consonants)

jazz	puff	bill	toss	/4	
kitten	offer	happen	ladder	/4	/8

Set 6: Consonant Clusters (r, l, s blends)

brush	cliff	drag	flame	/4	
spot	press	step	smile	/4	
scan	blip	snub	frost	/4	/12

Set 7: Multisyllabic Words

sunset	unless	insect	carpet	/4	/4
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Set 8: Pseudo Words

jop	leme	satch	chun	/4	
phen	torm	gark	derf	/4	
febble	hindle	zuff	vinner	/4	
grap	plut	glod	thinter	/4	/16

Record the number of correct responses for each set in the “Summary of Decoding” table on **Kit A: Pre-AM 1e** (Pre-assessment Summary Page).

Part 2, Encoding: Instructions and Recording Form

Instructions

- To save time, you may choose to administer this portion of the pre-assessment to a group of students, rather than to each student individually.
- Print one copy of Kit A: Pre-AM 2c (the student page for encoding) for each student.**
- Place that page in front of the student(s) and say: *I am going to say a word and a sentence using that word. After I repeat the word, spell the word as best you can.*
- If administering to one student at a time, total the correct responses for each set as you go. If administering to a group of students, you can add the number of correct responses on each student’s sheet at another time, and then record that information in the “Summary of Encoding” table on **Kit A: Pre-AM 1e** (Pre-assessment Summary Page).

Student Name: _____

Date: _____

Set 1: CVC/CVCe			Totals
1. hip	She broke her hip when she fell.	hip	
2. take	Please take this book back to the library.	take	/2

Set 2: Consonant Digraphs and <i>tch</i> Trigraph			
3. wish	His wish came true!	wish	
4. thing	It’s a good thing you came.	thing	
5. check	Be sure to check your work when you’re finished.	check	
6. pitch	The batter swung at the first pitch .	pitch	
7. when	When will you arrive at school?	when	
8. phone	Don’t forget to bring your phone .	phone	/6

Set 3: R-Controlled Vowels			
9. turn	We each took a turn during the game.	turn	
10. horn	The rhinoceros has one horn on its head.	horn	
11. bird	I hear a bird chirping outside my window.	bird	/3

...continued

Part 2, Encoding: Instructions and Recording Form *(continued)*

Student Name: _____

Date: _____

Set 4: Consonant + /e

Totals

12. table

Your lunch is on the **table**.

table
13. sample

I got a free **sample** of this new shampoo.

sample

/2

Set 5: Consonant Clusters (double consonants)

14. moss

Green **moss** is growing on the trunk of that tree.

moss
15. sudden

There was a **sudden** bright flash in the sky.

sudden

/2

Set 6: Consonant Clusters (r, l, s blends)

16. crop

The farmer was hoping for a good **crop** of corn.

crop
17. flip

They will **flip** the coin to decide who goes first.

flip
18. stem

He held the **stem** of the flower.

stem

/3

Set 7: Multisyllabic Words

19. target

Take your time and aim for the **target**.

target
20. chapter

What **chapter** are you on in that book?

chapter

/2

Record the number of correct responses for each set in the “Summary of Encoding” table on **Kit A: Pre-AM 1e** (Pre-assessment Summary Page).

Pre-assessment Summary Page

Student Name: _____ Date: _____

Summary of Decoding

Set	Correct Responses	Common Errors/ Observations*
Set 1: CVC/CVCe	/8	
Set 2: Consonant Digraphs and <i>tch</i> Trigraph	/12	
Set 3: <i>R</i> -Controlled Vowels	/12	
Set 4: Consonant + <i>le</i>	/8	
Set 5: Consonant Clusters (double consonants)	/8	
Set 6: Consonant Clusters (<i>r, l, s</i> blends)	/12	
Set 7: Multisyllabic Words	/4	
Set 8: Pseudo Words	/16	
Total	/80	

*In addition to the graphemes targeted, make note of mispronounced vowels.

Summary of Encoding

Set	Correct Responses	Common Errors/ Observations
Set 1: CVC/CVCe	/2	
Set 2: Consonant Digraphs and <i>tch</i> Trigraph	/6	
Set 3: <i>R</i> -Controlled Vowels	/3	
Set 4: Consonant + <i>le</i>	/2	
Set 5: Consonant Clusters (double consonants)	/2	
Set 6: Consonant Clusters (<i>r, l, s</i> blends)	/3	
Set 7: Multisyllabic Words	/2	
Total	/20	

Overall Total (decoding and encoding): /100

- If a student scores **below 85/100 (decoding and encoding scores combined)**, it is recommended that you use Kit A to support them with this foundational knowledge.
- If a student scores **85/100 or above (decoding and encoding scores combined)**, it is recommended that you administer the Kit B Pre-assessment.

Note: If the student has a **low score for encoding but an overall score of 85/100 or above**, you are encouraged to use Kit A to support them. (A low score is 14/20 or lower for encoding, but consider the errors made and use your judgment.)

Student Page: Part 1, Decoding

Note: This page can be reused with all students.

Set 1

hat	pen	fit	log
face	bike	pole	tune

Set 2

shop	chat	thin	tuck
phase	fish	with	sang
those	fetch	shock	while

Set 3

park	stir	hurt	fern
burn	scar	dirt	word
short	chirp	term	lurk

Set 4

ruffle	little	uncle	apple
handle	jumble	nimble	candle

...continued

Student Page: Part 1, Decoding *(continued)*

Note: This page can be reused with all students.

Set 5

jazz	puff	bill	toss
kitten	offer	happen	ladder

Set 6

brush	cliff	drag	flame
spot	press	step	smile
scan	blip	snub	frost

Set 7

sunset	unless	insect	carpet
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Set 8

jop	leme	satch	chun
phen	torm	gark	derf
febble	hindle	zuff	vinner
grap	plut	glod	thinter

Student Page: Part 2, Encoding

Name: _____

1. _____

(For teacher use) **Set 1:** /2

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____
(For teacher use) **Set 2:** /6

9. _____

10. _____

11. _____
(For teacher use) **Set 3:** /3

12. _____

13. _____
(For teacher use) **Set 4:** /2

14. _____

15. _____
(For teacher use) **Set 5:** /2

16. _____

17. _____

18. _____
(For teacher use) **Set 6:** /3

19. _____

20. _____
(For teacher use) **Set 7:** /2