

Part 1, Decoding: Instructions and Recording Form

Instructions

- **Print one copy of Kit B: Pre-AMs 1a–1e for each student you plan to assess.**
- **Print one copy of Kit B: Pre-AMs 2a–2b (the student pages for decoding), which can be reused with all students.**
- Place **Kit B: 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 7**, 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: Long Vowel Spellings (/ā/, /ē/, /ī/)

Totals

wave	type	stay	paint	/4	
style	teeth	try	pine	/4	
body	these	sigh	clay	/4	/12

Set 2: Long Vowel Spellings (/ō/, /ū/)

flow	spoke	due	coach	/4	
mute	goes	chew	suit	/4	
glue	pillow	few	froze	/4	/12

Set 3: Variant Spellings of /ō/ and /oi/

haul	coil	soy	caught	/4	
chalk	fawn	taunt	moist	/4	/8

...continued

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

Student Name: _____ Date: _____

Set 4: Unpredictable Vowel Teams

Totals

head	chief	tour	bloom	/4	
shook	dream	howl	touch	/4	
tie	cloud	loop	young	/4	/12

Set 5: Complex Consonant Clusters

quest	squid	scrub	spray	/4	
scram	quilt	squeak	strap	/4	
splint	strong	spruce	splat	/4	/12

Set 6: Multisyllabic Words

raincoat	unload	boiler	feather	/4	
rescue	daughter	payment	highway	/4	/8

Set 7: Pseudo Words

locky	paim	jight	voe	/4	
dube	goap	vall	faw	/4	
moy	hoil	laught ¹	stram	/4	
splog	squird	millow	roymay	/4	/16

¹This word should be pronounced as rhyming with *taught*.

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

Student Name: _____

Date: _____

Set 1: Long Vowel Spellings (/ā/, /ē/, /ī/)			Totals
1. snail	The shell of that snail is brown.	snail	
2. sweep	Pass me the broom so I can sweep the floor.	sweep	
3. night	The night sky was full of stars.	night	/3
Set 2: Long Vowel Spellings (/ō/, /ū/)			
4. coat	She bought a new winter coat .	coat	
5. true	It may not seem believable, but his story is true !	true	/2
Set 3: Variant Spellings of /ō/ and /oi/			
6. hawk	The hawk was soaring above us.	hawk	
7. walk	Please walk your sister home after school.	walk	
8. point	The point of those scissors is sharp.	point	
9. enjoy	What type of books do you enjoy reading?	enjoy	/4

...continued

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

Student Name: _____

Date: _____

Set 4: Unpredictable Vowel Teams			Totals
10. team	Which hockey team do you cheer for?	team	
11. field	They played soccer in the field at recess.	field	
12. stood	She stood at the top of the hill.	stood	
13. growl	The dog began to growl at the cat.	growl	
14. group	He is sitting with his group of friends.	group	/5

Set 5: Complex Consonant Clusters			
15. quick	He took a quick walk before going to bed.	quick	
16. spring	We will plant the seeds in the garden this spring	spring	
17. street	She lives down the street from the school.	street	/3

Set 6: Multisyllabic Words			
18. invite	Who will you invite to the party?	invite	
19. shadow	My puppy is afraid of his own shadow !	shadow	
20. seaweed	The rock from the ocean was covered in seaweed .	seaweed	/3

Record the number of correct responses for each set in the “Summary of Encoding” table on **Kit B: 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: Long Vowel Spellings (/ā/, /ē/, /ī/)	/12	
Set 2: Long Vowel Spellings (/ō/, /ū/)	/12	
Set 3: Variant Spellings of /ō/ and /oi/	/8	
Set 4: Unpredictable Vowel Teams	/12	
Set 5: Complex Consonant Clusters	/12	
Set 6: Multisyllabic Words	/8	
Set 7: 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: Long Vowel Spellings (/ā/, /ē/, /ī/)	/3	
Set 2: Long Vowel Spellings (/ō/, /ū/)	/2	
Set 3: Variant Spellings of /ō/ and /oi/	/4	
Set 4: Unpredictable Vowel Teams	/5	
Set 5: Complex Consonant Clusters	/3	
Set 6: Multisyllabic Words	/3	
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 B to support them with this foundational knowledge.
- If a student scores **significantly below 85/100 (decoding and encoding scores combined)**, it is recommended that you administer the Kit A Pre-assessment to determine the student's proficiency with the grapheme–phoneme correspondences (GPCs) in that kit.
- If a student scores **85/100 or above (decoding and encoding scores combined)**, it is recommended that you administer the Kit C 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 B 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

wave	type	stay	paint
style	teeth	try	pine
body	these	sigh	clay

Set 2

flow	spoke	due	coach
mute	goes	chew	suit
glue	pillow	few	froze

Set 3

haul	coil	soy	caught
chalk	fawn	taunt	moist

Set 4

head	chief	tour	bloom
shook	dream	howl	touch
tie	cloud	loop	young

...continued

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

Note: This page can be reused with all students.

Set 5

quest	squid	scrub	spray
scram	quilt	squeak	strap
splint	strong	spruce	splat

Set 6

raincoat	unload	boiler	feather
rescue	daughter	payment	highway

Set 7

locky	paim	jight	voe
dube	goap	vall	faw
moy	hoil	laught	stram
splog	squird	millow	roymay

Student Page: Part 2, Encoding

Name: _____

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

(For teacher use) **Set 1:** /3

4. _____

14. _____

(For teacher use) **Set 4:** /5

5. _____

15. _____

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

6. _____

16. _____

7. _____

17. _____

(For teacher use) **Set 5:** /3

8. _____

18. _____

9. _____

19. _____

(For teacher use) **Set 3:** /4

10. _____

20. _____

(For teacher use) **Set 6:** /3