

# Part 1, Decoding: Instructions and Recording Form

## Instructions

- **Print one copy of Kit C: Pre-AMs 1a–1e for each student you plan to assess.**
- **Print one copy of Kit C: Pre-AMs 2a–2b (the student pages for decoding), which can be reused with all students.**
- Place **Kit C: 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 5**, 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: Complex Consonants (c, g)					Totals
gift	cell	nudge	gem	cycle	/5
coat	energy	icy	gentle	dance	/5
fence	huge	ledge	curl	cream	/5
gym	circle	giggle	badge	gutter	/5
					<b>/20</b>

Set 2: Silent Letters					
wrap	sign	knee	gnash	fasten	/5
rhino	listen	rhyme	lamb	depot	/5
wrong	autumn	whistle	knit	column	/5
knuckle	gnome	thumb	know	assign	/5
					<b>/20</b>

...continued

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

*Note:* Letters inside forward slashes indicate a sound (phoneme). For example, in the word *future*, the letter *t* makes the sound /ch/. In *wear*, the letters *ear* make the sound /air/.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Set 3: Low-Frequency Spellings (/air/, /ā/)

					Totals
chair	weight	wear	rein	/4	
straight	care	veil	obey	/4	/8

### Set 4: Low-Frequency Spellings (t /ch/; s, si: /zh/; ss, si, ssi, ci, ti: /sh/)

future	discussion	measure	partial	/4	
passion	glacier	social	mixture	/4	
tension	option	exposure	cautious	/4	
structure	treasure	decision	texture	/4	/16

### Set 5: Pseudo Words

cept <sup>1</sup>	gant	stice	cint <sup>1</sup>	/4	
ferge	lumb	knid	wrike	/4	
nistle	rhend	gley	kair	/4	
flosure <sup>2</sup>	totion <sup>2</sup>	macial <sup>2</sup>	lusion <sup>2,3</sup>	/4	/16

<sup>1</sup>The letter *c* should be pronounced as a soft *c*: /s/.

<sup>2</sup>The first syllable in these words is an open syllable, so the vowel in that syllable is long.

<sup>3</sup>Accept either /sh/ or /zh/ as the pronunciation of *si* in this word.

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

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Set 1: Complex Consonants (c, g)		Totals
1. <b>clamp</b>	She used a <b>clamp</b> to keep the pieces of wood together.	<b>clamp</b>
2. <b>pencil</b>	Please take out your notebook and a <b>pencil</b> .	<b>pencil</b>
3. <b>danger</b>	The ice on the road was a <b>danger</b> to drivers.	<b>danger</b>
4. <b>grand</b>	They won the <b>grand</b> prize yesterday!	<b>grand</b>
5. <b>cage</b>	The bird flew out of its <b>cage</b> .	<b>cage</b>
6. <b>fence</b>	The cat was sitting on top of the <b>fence</b> .	<b>fence</b>
7. <b>ridge</b>	We hiked along the mountain <b>ridge</b> .	<b>ridge</b>
		<b>/7</b>

Set 2: Silent Letters		
8. <b>wrist</b>	I slipped on the ice and broke my <b>wrist</b> .	<b>wrist</b>
9. <b>knock</b>	Please <b>knock</b> on the door when you arrive.	<b>knock</b>
10. <b>gnaw</b>	The dog loves to <b>gnaw</b> on the bone.	<b>gnaw</b>
11. <b>climb</b>	My cat will often <b>climb</b> that tree.	<b>climb</b>
12. <b>castle</b>	Long ago, queens and kings lived in this <b>castle</b> .	<b>castle</b>
		<b>/5</b>

...continued

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

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Set 3: Low-Frequency Spellings (/air/, /ā/)			Totals
13. fair	It's not <b>fair</b> to other players if you cheat!	fair	
14. share	He brought a pizza for all of us to <b>share</b> .	share	
15. pear	Her favourite fruit is a <b>pear</b> .	pear	
16. weigh	The vet uses a scale to <b>weigh</b> my dog.	weigh	/4

Set 4: Low-Frequency Spellings (t /ch/; s, si: /zh/; ss, si, ssi, ci, ti: /sh/)			
17. capture	Will they <b>capture</b> the zebra that escaped from the zoo?	capture	
18. special	My dad always cooks a <b>special</b> meal on my birthday.	special	
19. action	They went to see the latest <b>action</b> movie at the theatre.	action	
20. mission	The astronauts' <b>mission</b> to the moon was successful.	mission	/4

Record the number of correct responses for each set in the “Summary of Encoding” table on **Kit C: 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: Complex Consonants (c, g)	/20	
Set 2: Silent Letters	/20	
Set 3: Low-Frequency Spellings (/air/, /ā/)	/8	
Set 4: Low-Frequency Spellings (t /ch/; s, si: /zh/; ss, si, ssi, ci, ti: /sh/)	/16	
Set 5: Pseudo Words	/16	
<b>Total</b>	<b>/80</b>	

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

## Summary of Encoding

Set	Correct Responses	Common Errors/ Observations
Set 1: Complex Consonants (c, g)	/7	
Set 2: Silent Letters	/5	
Set 3: Low-Frequency Spellings (/air/, /ā/)	/4	
Set 4: Low-Frequency Spellings (t /ch/; s, si: /zh/; ss, si, ssi, ci, ti: /sh/)	/4	
<b>Total</b>	<b>/20</b>	

**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 C 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 and/or Kit B Pre-assessment to determine the student's proficiency with the grapheme–phoneme correspondences (GPCs) in earlier kits.
- If a student scores **85/100 or above (decoding and encoding scores combined)**, make note of the errors so you can support the student with the GPCs that need further attention.

**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 C 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.

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**Set 1**

gift	cell	nudge	gem	cycle
coat	energy	icy	gentle	dance
fence	huge	ledge	curl	cream
gym	circle	giggle	badge	gutter

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**Set 2**

wrap	sign	knee	gnash	fasten
rhino	listen	rhyme	lamb	depot
wrong	autumn	whistle	knit	column
knuckle	gnome	thumb	know	assign

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**Set 3**

chair	weight	wear	rein
straight	care	veil	obey

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*...continued*

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

*Note:* This page can be reused with all students.

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**Set 4**

future	discussion	measure	partial
passion	glacier	social	mixture
tension	option	exposure	cautious
structure	treasure	decision	texture

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**Set 5**

cept	gant	stice	cint
ferge	lumb	knid	wrike
nistle	rhend	gley	kair
flosure	totion	macial	lusion

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Student Page: Part 2, Encoding

Name: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_  
(For teacher use) **Set 2:** /5

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_  
(For teacher use) **Set 3:** /4

7. \_\_\_\_\_  
(For teacher use) **Set 1:** /7

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_  
(For teacher use) **Set 4:** /4