

Nanaimo Ladysmith Public Schools
Primary Assessment for Learning (Reading)
Grade One

The NLPS Primary Years Literacy Assessment is as a formative assessment intended to help teachers identify individual student needs and guide instructional decisions regarding critical reading foundational skills.

Administrative Guidelines:

- **Teacher prompts are in bold and quotations.**
- **A school wide support plan must be in place prior to assessments being administered (including teacher coverage and data entry).**
- It is recommended that this assessment be administered early in the fall.
- It is recommended all items in subtest be given for an authentic sample of student's ability.
- Grade 2 students who have difficulty with the phonological awareness can be assessed using the Grade 1 phonological awareness subtests.
- Flexible testing procedures are encouraged such as:
 - Screener may be administered more than once.
 - Teachers may choose to administer all or only parts of the screener.
 - Subtests may be administered separately and in alternate order.
 - Teachers may choose not to administer screener if student abilities are already known.

Scoring Procedures:

- Record results as + for correct and – for incorrect. Record students' actual responses in space provided.
- When verbal responses (what sound does this letter say?) are too difficult for students, use nonverbal responses (point to the letter that says the “kuh” sound?).
- Students who require adaptations in their learning should be provided adaptations (visuals, prompts etc.) when being assessed.
- Students performing below expectations may be assessed with previous grade level assessment.
- Substitute PM Benchmarks books/tool if preferred.

Skills Assessed:

Isolation (Initial Sound)
Isolation (Final Sound)
Phoneme Blending
Segmentation (Phonemes)
Letter/Sound Correspondence
Blends
Sight Words
Concepts of Print

Learner _____

Grade 1 Assessment



Nanaimo Ladysmith Public Schools Grade 1 Assessment

Learner _____ Teacher _____

Date _____ School _____

Date of Birth (year, month, day) _____

Notes _____



Phonological Awareness

Initial Sound Isolation

“I am going to say a word. You tell me the beginning/ first sound in the word. Say Sun - /s/ is the first/beginning sound in sun. Cup. What’s the first sound in cup? /c/ is the first/beginning sound in cup.” Record all responses.

Word	<i> Screener 1 (+/-)</i> <i> Date:</i>	<i> Optional</i> <i> Screener 2 (+/-)</i> <i> Date:</i>	<i> Comments</i>
fish			
pin			
duck			
nose			
hat			
TOTAL			
NOTES:			



Isolation (Final Sound)

“CAT. What is the end or last sound in the word cat? The last sound in cat is /t/. DOG. What is the end or last sound in the word dog? The last sound in dog is /g/.” Visuals or manipulatives may be used. Record all responses.

Word	Screener 1 (+/-)	Optional	Comments
	Date	Screener 2 (+/-)	
		Date	
mat			
fan			
jump			
bed			
book			
TOTAL			
NOTES:			



Phoneme Blending

"I will say each sound in a word, then I will ask you to say the word. C-a-t the word is cat. P-i-n. What's the word? Pin." Visuals or manipulatives may be used. Record all responses.

Word	Screener 1 (+/-) Date	Optional Screener 2 (+/-) Date	Comments
g-o			
m-a-n			
b-ea-ch			
t-r-i-p			
s-t-o-p			
TOTAL			
NOTES:			



Segmentation (Phonemes)

“I will say a word and you will tell me each sound you hear in the word. Cat. /c/ /a/ /t/. Cup. /c/ /u/ /p/.” Learner can use signals and/or manipulatives that are a part of classroom learning routines. Record all individual sound response.

Word	Response	Screener 1 (+/-)			Optional Screener 2 (+/-)		
		Date			Date		
		Initial	Medial	Final	Initial	Medial	Final
man	/m/ /a/ /n/						
nut	/n/ /u/ /t/						
top	/t/ /o/ /p/						
frog	/f/ /r/ /o/ /g/						
slip	/s/ /l/ /i/ /p/						
TOTAL		/17			/17		
COMMENS/TNOTES:							



Blends

“Tell me what sounds these letters make?” Use Grade 1: CARD 2 to identify the blend sounds.

Letters	Screener 1 (+/-) Date	Optional Screener 2 (+/-) Date	Comments
ch			
th			
wh			
sh			
kn			
Total			



Letter / Sound Correspondence

“What sound does this letter say?” Use Letter/Sound Grade 1 Card 1A to identify the letter sounds.
 Optional: Kindergarten Letter/Sound Cards 1B (uppercase) and 1C (lowercase) included.

Letter	Screener (+/-)				Student Feedback	
	Date					
	sound	name	lowercase	uppercase		
C					Letters Unknown:	
Z						
J						
A						
k						
m						
R						Comments:
v						
T						
w						
n						
O						
B						
s					Totals:	
U					Letter Sounds	
D						
e					/26	
p						
f					Uppercase Recognition	
G						
Q						
x					/26	
h						
i					Lowercase Recognition	
L						
y					/26	
TOTAL						



Frequently Used Words:

Use Grade 1 Card 3A. For beginning of Grade 1, words 1-25 are a pre-test. **“Look at this word. What does it say?”** Allow students to view the whole list and point out any words that they may know. Option: words can be copied and cut into flashcard form. See entire Fry word list in resource section, the first 100 Fry words are end of year Grade 1 one expectations.

Kindergarten Words (card 3B)		(+/-) Date	Grade 1 Word List (First 25 Fry words)		(+/-) Date	Comments
1.	the		1.	the		
2.	am		2.	of		
3.	can		3.	and		
4.	is		4.	a		
5.	we		5.	to		
6.	and		6.	in		
7.	it		7.	is		
8.	like		8.	you		
9.	she		9.	that		
10.	me		10.	it		
11.	he		11.	he		
12.	see		12.	was		
13.	to		13.	for		
			14.	on		
			15.	are		
			16.	as		
			17.	with		
			18.	his		
			19.	they		
			20.	I		
			21.	at		
			22.	be		
			23.	this		
			24.	have		
			25.	from		
Total			Total			



Concepts of Print

Use book provided or choose a simple picture book. Ask questions below.

Performance Indicators and Verbal Prompts	+/-
"Can you show me the front of the book?"	
"Show me the title of the book."	
"Point to the author's name"	
"Point to a word on the page."	
"Point to the first/beginning letter of a word."	
"Point to the last/end letter of a word."	
"Point to a period and ask "What is this for?"	
"Please read or tell this story to me". Note if student read or told story: _____ If student can't read, encourage them to use the pictures to tell the story. Indicate the performance indicators the learner demonstrates without prompting.	
Does learner hold the book properly?	
Does learner track print from left to right?	
Does learner read or tell story that aligns with the pictures?	
Does learner demonstrate interest in books?	
TOTAL	
Comments/Notes	



Grade 1: Card 1A

C

Z

J

A

k

M

R

v

T

w

N

O

B

s

U

D

e

p

f

G

Q

x

h

i

L

Y



Kindergarten: Card 2A

c z j a k m

r v t w n o

b s u d e p

f g q x h i

l y



Kindergarten: Card 2B

C Z J A K M

R V T W N O

B S U D E P

F G Q X H I

L Y



Grade 1: Card 2

ch

th

wh

sh

kn

**Grade 1 Fry Word List**

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from



Grade 1: First 25 Fry Flashcards

Option: words on can be copied and cut into flashcard form.

the

1

of

2

and

3

a

4

to

5

in

6

is

7

you

8

that

9

it

10



he

11

was

12

for

13

on

14

are

15

as

16

with

17

his

18

they

19

I

20



at

21

be

22

this

23

have

24

from

25