

BACK TO SCHOOL PRE-ASSESSMENTS

# Elementary Reading Pre-Assessment



Expertly curated by the team at  TeacherVision

# Reading Assessments



# Reading Assessments: Who and How?

**Disclaimer:** These assessments are not meant to replace those mandated by your school or district. Its intention is to provide you with data to help guide your instruction.

In this document you will find several assessments with correlating tracking/data sheets. Below, each assessment is described and given a target grade range. Additionally, see *How to Administer* at the bottom of the next page for an explanation of how to use the assessments,

**Letter/Sound ID:** (Kindergarten) This assessment allows for teachers to identify the letter names and sounds a student knows. It can be done with both uppercase and lowercase letters (Letter Identification) and either can be used for Letter Sounds).

**Short Vowels:** (End of Kindergarten, beginning of 1<sup>st</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend CVC (Consonant Vowel Consonant) words. There are 5 words for each vowel to determine any difficulties with specific short vowel sounds.

**Long Vowels:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend a CVCe (Consonant Vowel Consonant silent e) or long vowel word. There are 5 words for all vowels (except e) to determine any difficulties with specific long vowel sounds.

**R-Controlled Vowels:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade) This assessment identifies if students can accurately decode, tap, and blend r-controlled vowel teams. There are 5 words for each r-controlled vowel team to determine any difficulties with specific r-controlled vowel teams.

# Reading Assessments: Who and How? (cont.)

**Vowel Teams:** (Mid/End of 1<sup>st</sup> Grade, beginning of 2<sup>nd</sup> Grade)  
This assessment identifies if students can accurately decode, tap, and blend vowel teams. There are 5 words for each vowel team to determine any difficulties with specific vowel teams.

**Dolch Sight Words:** (K-3) There are four separate lists of sight words most commonly found in texts by grade level. This assessment identifies if students can accurately read these words (without sounding them out) as most do not follow spelling-sound patterns. Teachers can target the words students do not identify correctly in order to master each list.

## *How to Administer*

For every assessment there are two pages- the first page is what the student sees and reads. The second page is what the teacher uses to mark and track data. Students can point and say what they read left to right (Letter/Sound ID), and tap the black dot to read words left to right (Short, Long, R-Controlled, Vowel Teams). The teacher will be tracking the student's progress on their own sheet making notes, and check marks/notations as the student reads.

For the sight words, the teacher tracking page also has a graph on the right side of the page. This helps show visual progress for the students to see by putting the date and coloring in the bar to the correct number of words read that day.

\*\*\*While there are suggested age ranges for the developmentally appropriate use of each assessment, these can be used at any age/grade as necessary to identify needs. These assessments are meant to guide purposeful instruction and interventions by identifying specific deficits to target in small group/individually.\*\*\*

# Student Data

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

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

## Letter/Sound ID

	ID	Sound
Upper	/26	/26
Lower	/26	/26

## Vowel Teams

ai	/5
ay	/5
au	/5
aw	/5
ea	/5
ee	/5
ew	/5
ey	/5
ow	/5
ou	/5
oo	/5
oe	/5
oi	/5
oa	/5
ue	/5

## Short Vowel Words

Short a: /5  
Short e: /5  
Short i: /5  
Short o: /5  
Short u: /5

## Long Vowel Words

Long a: /5  
Long i: /5  
Long o: /5  
Long u: /5

## R-Controlled Vowels

ar	/5
ir	/5
er	/5
or	/5
ur	/5

## Dolch Word List

List: \_\_\_\_\_  
/

# Letter ID

(Uppercase)

C	Q	M	X	F	B
A	L	T	R	V	K
N	U	P	D	Q	S
E	H	W	I	G	Y
Z	O				

# Letter ID

(Uppercase)

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

C	Q	M	X	F	B
A	L	T	R	V	K
N	U	P	D	Q	S
E	H	W	I	G	Y
Z	O				

# Letter ID

(Lowercase)

c	q	m	x	f	b
a	l	t	r	v	k
n	u	p	d	q	s
e	h	w	i	g	y
z	o				




























# Letter ID

(Lowercase)

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

c	q	m	x	f	b
a	l	t	r	v	k
n	u	p	d	q	s
e	h	w	i	g	y
z	o				

# Short Vowels



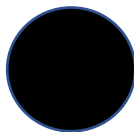
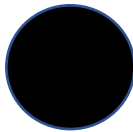


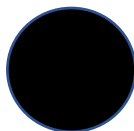
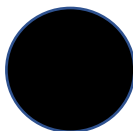





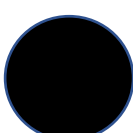
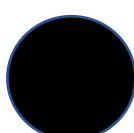

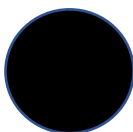
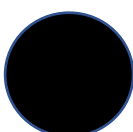
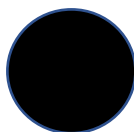
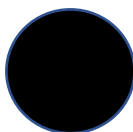
mad 	rip 	pet 	hop 	tub 
cap 	fit 	fed 	tot 	cut 
hat 	rim 	rep 	sod 	pup 
tag 	pin 	ten 	bot 	run 
lax 	fix 	bet 	cob 	hut 

# Short Vowels

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

mad	rip	pet	hop	tub
cap	fit	fed	tot	cut
hat	rim	rep	sod	pup
tag	pin	ten	bot	run
lax	fix	bet	cob	hut

# Long Vowels





















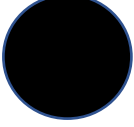
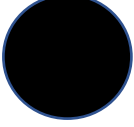
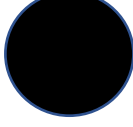
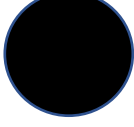
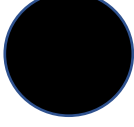
made 	ripe 	hope 	tube 
cape 	site 	tote 	cute 
hate 	time 	robe 	rule 
tame 	line 	code 	tune 
lane 	bite 	bone 	rude 

# Long Vowels

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

made	ripe	hope	tube
cape	site	tote	cute
hate	time	robe	rule
tame	line	code	tune
lane	bite	bone	rude

# R-Controlled Vowels

car 	sir 	her 	fork 	fur 
jar 	bird 	jerk 	cord 	curl 
star 	dirt 	fern 	born 	turn 
card 	stir 	clerk 	torn 	hurt 
park 	fir 	stern 	fort 	burn 


























# R-Controlled Vowels

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

car	sir	her	fork	fur
jar	bird	jerk	cord	curl
star	dirt	fern	born	turn
card	stir	clerk	torn	hurt
park	fir	stern	fort	burn

# Vowel Teams

(ai, ay, au, aw, ea)

aid 	away 	August 	lawn 	bead 
bait 	fray 	vault 	saw 	heal 
aim 	may 	auto 	pawn 	seat 
sail 	say 	author 	dawn 	real 
raise 	stay 	pause 	paw 	gear 



# Vowel Teams

## (ai, ay, au, aw, ea)

























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

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

aid	away	August	lawn	bead
bait	fray	vault	saw	heal
aim	may	auto	pawn	seat
sail	say	author	dawn	real
raise	stay	pause	paw	gear

# Vowel Teams

(ee, ew, ey, ow, ou)

free 	blew 	key 	brown 	found 
jeep 	new 	pulley 	how 	out 
meet 	flew 	hockey 	growl 	sour 
keep 	pew 	chimney 	frown 	loud 
seek 	few 	valley 	gown 	pound 

# Vowel Teams

## (ee, ew, ey, ow, ou)























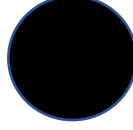


Student: \_\_\_\_\_

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

free	blew	key	brown	found
jeep	new	pulley	how	out
meet	flew	hockey	growl	sour
keep	pew	chimney	frown	loud
seek	few	valley	gown	pound

# Vowel Teams

(oo, oe, oi, oa, ue)

book 	toe 	join 	boat 	argue 
hook 	foe 	soil 	cloak 	statue 
foot 	woe 	void 	road 	rescue 
woof 	oboe 	moist 	oats 	avenue 
tool 	roe 	coin 	grown 	pursue 

# Vowel Teams

## (oo, oe, oi, oa, ue)

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

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

book	toe	join	boat	argue
hook	foe	soil	cloak	statue
foot	woe	void	road	rescue
woof	oboe	moist	oats	avenue
tool	roe	coin	grown	pursue

# Dolch

## (Pre-Primer)

the	one
to	my
and	me
a	big
I	come
you	blue
it	red
in	where
said	jump
for	away
up	here
look	help
is	make
go	yellow
we	two
little	play
down	run
can	find
see	three
not	funny

# Dolch (Pre-Primer)

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

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

the	one
to	my
and	me
a	big
I	come
you	blue
it	red
in	where
said	jump
for	away
up	here
look	help
is	make
go	yellow
we	two
little	play
down	run
can	find
see	three
not	funny

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16				
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12				
10				
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6				
4				
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Date				
e				

# Dolch (Primer)

he	now
was	no
that	came
she	ride
on	into
they	good
but	want
at	too
with	pretty
all	four
there	saw
out	well
be	ran
have	brown
am	eat
do	who
did	new
what	must
so	black
get	white
like	soon
this	our
will	ate
yes	say
went	under
are	please



# Dolch (Pre-Primer)

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

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

he  
was  
that  
she  
on  
they  
but  
at  
with  
all  
there  
out  
be  
have  
am  
do  
did  
what  
so  
get  
like  
this  
will  
yes  
went  
are

now  
no  
came  
ride  
into  
good  
want  
too  
pretty  
four  
saw  
well  
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# Dolch

## (First Grade)

of	take
his	every
had	old
him	by
her	after
some	think
as	let
then	going
could	walk
when	again
were	may
them	stop
ask	fly
an	round
over	give
just	once
from	open
any	has
how	live
know	thank
put	

# Dolch (First Grade)

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

of  
his  
had  
him  
her  
some  
as  
then  
could  
when  
were  
them  
ask  
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Date				
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# Dolch

## (Second Grade)

would	write
very	always
your	made
its	gave
around	us
don't	buy
right	those
green	use
their	fast
call	pull
sleep	both
five	sit
ash	which
or	read
before	why
been	found
off	because
cold	best
tell	upon
work	these
first	sing
does	wish
goes	many

# Dolch (Second Grade)

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

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

would  
very  
your  
its  
around  
don't  
right  
green  
their  
call  
sleep  
five  
ash  
or  
before  
been  
off  
cold  
tell  
work  
first  
does  
goes

write  
always  
made  
gave  
us  
buy  
those  
use  
fast  
pull  
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sit  
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# Dolch

## (Third Grade)

if	full
long	done
about	light
got	pick
six	hurt
never	cut
seven	kind
eight	fall
today	carry
myself	small
much	own
keep	show
try	hot
start	far
ten	draw
bring	clean
drink	grow
only	together
better	shall
hold	laugh
warm	

# Dolch (Third Grade)

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

if	full
long	done
about	light
got	pick
six	hurt
never	cut
seven	kind
eight	fall
today	carry
myself	small
much	own
keep	show
try	hot
start	far
ten	draw
bring	clean
drink	grow
only	together
better	shall
hold	laugh
warm	

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