Foundations Progress Monitoring Checklists

A LEVEL B LEVEL C LEVEL D LEVEL

QUICK START GUIDE

The Foundations Progress Monitoring Checklists are designed to help the teacher analyze and track student progress through the lesson assessments and assist teachers in determining if students may need more review in a particular skill before moving forward in the curriculum.

Note: Skills marked with asterisks(*) may not be assessed in isolation but embedded in one of the assessment tasks. For these skills, the specific words to consider for that skill are listed at the bottom of each checklist.

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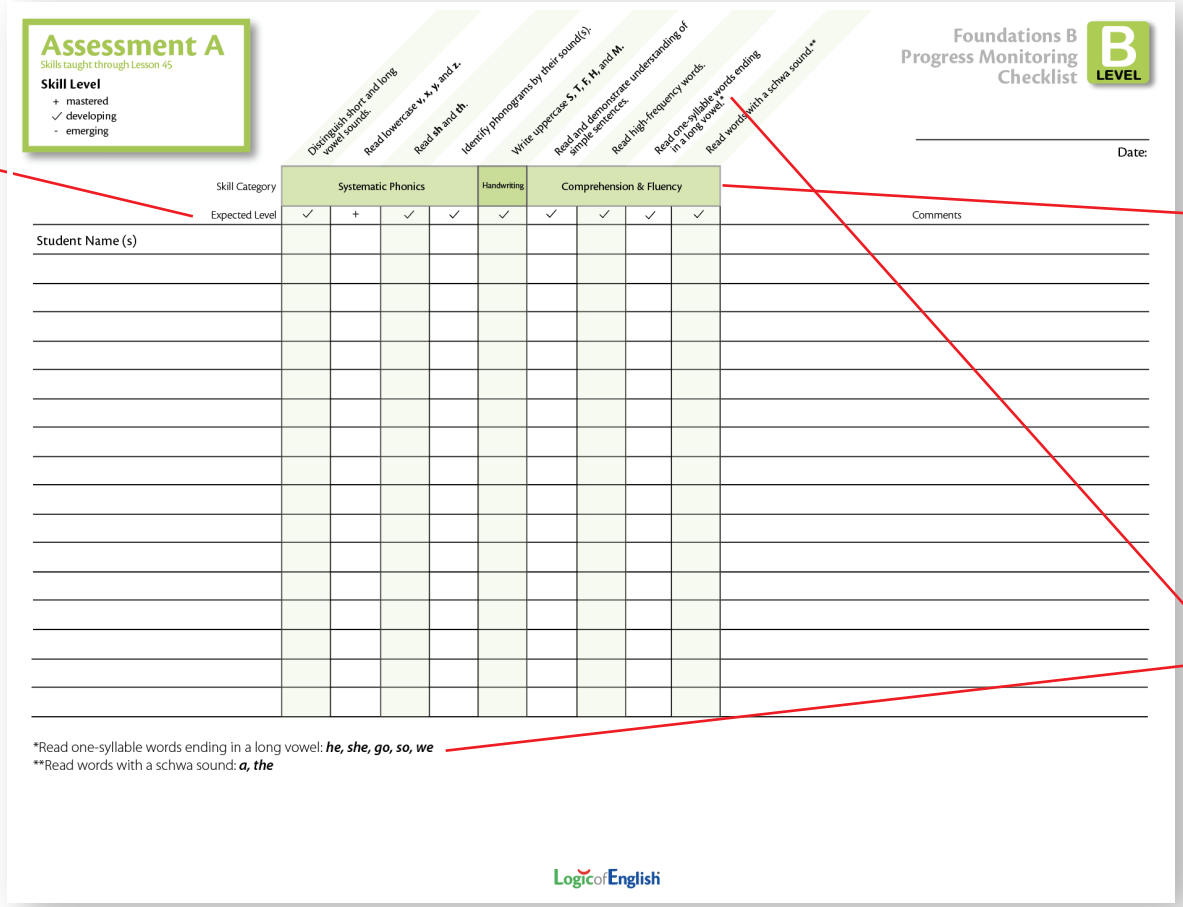
SKILL LEVELS

+ | MASTERED
Student is able to demonstrate or apply skill without guidance or prompting.

✓ | DEVELOPING
Student is able to demonstrate or apply skill but sometimes requires guidance or prompting.

- | EMERGING
Student usually requires guidance or prompting to demonstrate or apply skill.

Note: skills marked as developing or emerging will continue to be practiced extensively in upcoming lessons.



Assessment A
Skills taught through Lesson 45

Skill Level
+ mastered
✓ developing
- emerging

Foundations B Progress Monitoring Checklist — B LEVEL

Date:

Skill Category	Systematic Phonics				Handwriting	Comprehension & Fluency				Comments
	Distinguish short and long vowel sounds.	Read lowercase **v**, **x**, **y**, and **z**.	Read **sh** and **th**.	Identify phonograms by their sound(s).	Write uppercase **S**, **T**, **F**, **H**, and **M**.	Read and demonstrate understanding of simple sentences.	Read high-frequency words.	Read one-syllable words ending in a long vowel.*	Read words with a schwa sound.**	
Expected Level	✓	+	✓	✓	✓	✓	✓	✓	✓	
Student Name (s)										

*Read one-syllable words ending in a long vowel: ***he, she, go, so, we***
Read words with a schwa sound: ***a, the*

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Skill Categories Correlated with Section Headers in Teacher's Manual

Word Lists for that particular skill

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Assessment A

Skills taught through Lesson 45

Skill Level

+ mastered
✓ developing
- emerging

Foundations B Progress Monitoring Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics				Handwriting	Comprehension & Fluency				Comments
	Distinguish short and long vowel sounds.	Read lowercase **v, x, y,** and **z.**	Read **sh** and **th.**	Identify phonograms by their sound(s).	Write uppercase **S, T, F, H,** and **M.**	Read and demonstrate understanding of simple sentences.	Read high-frequency words.	Read one-syllable words ending in a long vowel.*	Read words with a schwa sound.**	
Expected Level	✓	+	✓	✓	✓	✓	✓	✓	✓	
Student Name (s)										

*Read one-syllable words ending in a long vowel: ***he, she, go, so, we***
Read words with a schwa sound: ***a, the*

Assessment B

Skills taught through Lesson 50

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics	Handwriting	Systematic Phonics			Comprehension & Fluency		Comments
	Identify short and long vowels.	Write uppercase **N, A, D, B,** and **P.**	Read **sh** and **th.**	Read **ck, igh, ch,** and **ee.**	Identify phonograms by their sound(s).	Fluently read short sentences.	Read one-syllable words with consonant blends.*	
Expected Level	+	✓	+	✓	✓	✓	+	
Student Name (s)								

*Read one-syllable words with consonant blends: ***frogs, drink, black, sleep, three, cats, jump, milk, chicks, seeds, needs***

Assessment C

Skills taught through Lesson 55

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics					Handwriting	Comprehension & Fluency		Comments
	Count syllables.	Make words plural by adding an **-S**.	Read **ck, igh, ch,** and **ee**.	Read **er, wh, oi, oy, ai,** and **ay**.	Identify phonograms by their sound(s).	Write uppercase **R, W, U, I,** and **J**.	Read and demonstrate understanding of short sentences.	Read high-frequency words.	
Expected Level	✓	✓	+	✓	✓	✓	✓	✓	
Student Name (s)									

Assessment D

Skills taught through Lesson 60

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Phonemic Awareness	Handwriting	Systematic Phonics				Comprehension		Comments
	Change the initial sound to form a new word.	Write uppercase **K, V, Y,** and **C.**	Identify the long sounds of **u.**	Read **er, wh, oi, oy, ai,** and **ay.**	Read **ng.**	Identify phonograms by their sound(s).	Read and demonstrate understanding of simple questions.	Read and demonstrate understanding of simple sentences.	
Expected Level	+	✓	✓	+	✓	✓	✓	✓	
Student Name (s)									

Assessment E

Skills taught through Lesson 65

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics	Handwriting	Systematic Phonics			Comprehension & Fluency		Comments
	Determine if a word needs a silent final **E** for the vowel.	Write uppercase **E, O, Q,** and **G.**	Read **ng.**	Read **ar** and **or.**	Identify phonograms by their sound(s).	Read and demonstrate understanding of simple sentences.	Read words with a silent final **E.***	
Expected Level	✓	✓	+	✓	✓	✓	✓	
Student Name (s)								

*Read words with a silent final E: ***blue, cone, Kate, hike, clue, ride, bike, chase***

Assessment F

Skills taught through Lesson 70

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics	Handwriting	Systematic Phonics		Comprehension & Fluency				Comments
	Distinguish short, long, and broad vowels.	Write uppercase **L, X,** and **Z.**	Read **sh, th, ck, igh, ch, ee, er, wh, oi, oy, ai, ay, ng, ar,** and **or.**	Identify phonograms by their sounds.	Read and demonstrate understanding of simple sentences.	Read words with broad vowels.*	Read words which end in double consonants.**	Read high-frequency words.	
Expected Level	✓	✓	+	✓	✓	✓	+	✓	
Student Name (s)									

*Read words with broad vowels: ***push, full, ball, call, small, put***
Read words which end in double consonants: ***bell, will, eggs, full, ball, call, small*

Assessment G

Skills taught through Lesson 75

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Systematic Phonics	Handwriting	Systematic Phonics		Comprehension & Fluency				Comments
	Make words plural by adding an **-S**.	Copy a sentence with an uppercase letter and punctuation.	Read **tch, ow, ou,** and **ough.**	Identify phonograms by their sound(s).	Read and demonstrate understanding of simple sentences.	Read words which include phonograms that are not saying their first sound.*	Read words which end in double consonants.**	Read high-frequency words.	
Expected Level	+	✓	✓	✓	✓	✓	+	✓	
Student Name (s)									

*Read words which include phonograms that are not saying their first sound:
is, white, quite, that, crow, ball, blue, has, cough, made, dough, likes, to, make, soup, use, your, fall, ate, I, you, the, tastes, watch, throw, he, she
Read words which end in double consonants: ***ball, fall, well, egg*

Assessment H

Skills taught through Lesson 80

Skill Level

+ mastered
✓ developing
- emerging

Foundations B
Progress Monitoring
Checklist

B LEVEL

Date:

Skill Category	Phonemic Awareness	Handwriting	Systematic Phonics			Comprehension & Fluency				Comments
	Rhyme words.	Copy a sentence with an uppercase letter and punctuation.	Read **tch, ow, ou,** and **ough.**	Read **ea** and **oa.**	Identify phonograms by their sound(s).	Read and demonstrate understanding of simple sentences.	Read words which include phonograms that are not saying their first sound.*	Read one-syllable words ending in -Y.**	Read high-frequency words.	
Expected Level	✓	✓	+	✓	✓	✓	✓	✓	✓	
Student Name (s)										

*Read words which include phonograms that are not saying their first sound:
lake, plane, is, sky, I, we, like, to, by, cones, games, says, own, try, why, bread, grow, the, sails, said
Read one-syllable words ending in -Y: ***sky, by, try, why*