

PHONOLOGY

PHONICS SKILLS

WHAT?

This assessment measures the ability of the child to look at print and

- Identify short vowels in isolation
- Identify digraph sounds
- Blend words with short vowels
- Blend words with long vowels using silent e
- Blend words with long vowel teams (ea, oa, etc.)
- Blend words with other vowel teams (oi, aw, etc.)
- Blend words with r controlled vowels
- Blend words with more than one syllable

WHY?

Acquisition of phonics is sequential. It is based on the developmental stages children progress through as they gain knowledge of the alphabetic code. The Phonics Skills Assessment is a check on the child's understanding of the alphabetic code and the developmental sequence of this code.

Phonics instruction is an important foundation of a balanced reading program, and should provide readers with strategies they can use when they need to identify an unfamiliar word. Phonics is a vital tool (along with context and structural analysis) used by readers to identify new words. Phonics gives students a means to associate sounds with letters and letter combinations, so they can pronounce a word that is not known at sight. Although there are over forty sounds (phonemes) in the English language, there are only 26 letters (graphemes) in the alphabet.

HOW?

Administration

The Phonics Skills Assessment is administered one-on-one to individual children. A "flip book" is provided for the teacher to use when asking the child to identify each letter-sound correspondence and word. The teacher assesses phonics skills by recording exactly what the child responds (examples: map or m-a-p).

Scoring and Analysis

Student responses are recorded on a separate scoring sheet. There are two columns available for the teacher to use in order to enable the same sheet to be used twice during the school year. Correct answers should be clear and appropriate, while distorted sounds are scored as incorrect. The teacher should record which sounds are distorted sounds (e.g. "fuh" for /f/. Note "fuh" for /f/ is a higher level response than /k/ for /f/ even though both responses would be scored as incorrect).

There are 9 sub tests, each with their own number of total responses. The teacher records the number of correct responses within each subtest in the appropriate column. IF the child responds correctly to half or more items within a subtest, the teacher should move to the next subtest and continue the assessment. It will become apparent that a stopping point is reached when the child can answer correctly half or fewer of the items within each subtest.

Subtests within the Phonics Skills Assessment are scored individually, so the teacher will be more aware of the child's understanding of the 9 skills evaluated. By noticing when the child levels off, it will become clear to the teacher where instruction needs to be focused for phonics skills.

Phonics Skills

Name _____ Grade _____

Date: _____

Date: _____

Score

/
30

Total Score

/
30

Consonant Sounds	21	21
m		
s		
f		
l		
r		
m		
h		
v		
w		
z		
b		
c		
d		
g		
p		
t		
j		
k		
y		
x		
q		
Note: If score is less than 11, stop and administer the Phonemic Awareness Assessment.		
Diagrams	4	4
sh		
th		
ch		
wh		
Short Vowels in Isolation	5	5
i		
o		
a		
u		
e		

Short Vowel Words	10	10
map		
rip		
met		
rub		
mop		
lip		
lot		
zap		
fell		
nut		
Long Vowels Silent e	5	5
fine		
rope		
rake		
tune		
kite		
Long Vowel Teams	5	5
soap		
leak		
pain		
feed		
ray		
Note: Stop here if total of correctly read words is 4 or less.		
Other Vowel Teams	5	5
coin		
moon		
round		
lawn		
foot		

r-controlled Vowels	5	5
fur		
sort		
sir		
tar		
serve		
2 Syllable Words	5	5
silent		
ladder		
napkin		
locate		
cactus		

Developmental Stage:
(circle one or more)

- Consonants
- Diagrams
- Short Vowels in Isolation
- Short Vowel Words
- Long Vowels, Silent e
- Long Vowel Teams
- Other Vowel Teams
- r-controlled Vowels
- 2 Syllable Words

Note: Appropriate stopping point for Kindergarten.

Adapted from John Shefelbine's Phonics Basic Skills Assessment

PHONETIC SPELLING INVENTORY

WHAT?

The Developmental Spelling Inventory is a screening instrument designed to measure the child's:

- Application of the alphabetic principle to spelling words
- Utilization of conventional spelling
- Developmental stage

WHY?

In order to be an effective reader and writer, the child needs to understand how to use the alphabetic code and apply this knowledge to spelling. The child's writing samples are another indication of spelling development. By identifying a student's developmental stage, teachers are able to provide word study at an appropriate level.

HOW?

Teacher administers to whole class.

Inventory Level	Development Stage	Grade Level Appropriate Level
Level I	Letter name	Core Grade 1
Level II	Within Word pattern	Core Grade 2-3
Level III	Syllables and Affixes	Core Grade 3-5
Level IV	Derivational Constancy	6 and above

Scoring and Analysis

Place a √ next to each correct feature and circle each incorrect feature. Figure totals as needed.

Spelling Stages

A. **Preliterate:** The child has incomplete knowledge of the alphabet. Characteristics are:

- marks on the page
- scribbling in conventional direction
- symbols or known letters represented in "pretend writing"

1. **Letter Name:**

At the beginning of this stage students use the actual names of the letters of the alphabet to spell. The use of consonants dominates the beginning of this stage. Characteristics of beginning letter name stage spellers:

- syllabic writing - key sounds are spelling (*p* for *stop*)
- letters are recorded that represent the beginnings of words; may begin to use letters to stand for ending sounds as well.

Further characteristics within this stage are:

- child relies on how sounds are made in the mouth (jrv for drive)

- a vowel in each word
 - consonant blends and digraphs used
 - short vowels used
 - subtle, embedded consonants are recorded (i.e., the *m* in *bump* is recorded correctly and not omitted)
2. **Within Word Pattern:** Students begin to examine long vowel patterns of single syllable words in detail and begin to understand the infrequent vowel patterns and complex consonant patterns. Characteristics are:
- long vowels (*trane* for *train*/*bote* for *boat*) used and confused
 - many single syllable long vowels spelled correctly (*drive, train, chase*)
 - consonant blends and digraphs integrated correctly in words
 - low frequency consonant blends and digraphs spelling correctly (*caught*)
3. **Syllables & Affixes:** Children begin to apply the knowledge they have for single-syllable patterns in multi-syllable words. Characteristics are:
- consonant doubling when short vowel is present (*popping*)
 - using plurals and other endings correctly (*-es; -ing*)
 - using less frequent affixes (*pre-; con-; op-*) and suffixes (*-ure; -ar: -ent*)
4. **Derivational Relations:** Children explore the spelling/meaning relationships of words and discover that words related in meaning are often related in spelling as well, despite changes in sounds. Characteristics are:
- knowledge of derived spelling (*pleasure, confide, opposition*)

Phonetic Spelling Inventory

Student Response Form

Level _____

Total
Score

Student: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL I

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best. **Students are not to study these words.** That would invalidate the purpose of this inventory, which is to find out what they truly know.

Call the words as you would for any test. Use the words in a sentence to be sure the students know the exact word.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. fan I am a baseball fan. *fan*
2. pet I have a pet cat. *pet*
3. dig He will dig a hole. *dig*
4. mop He said he will use a mop to clean up the mess. *mop*
5. rope The rope was used to tie the box to the top of the car. *rope*

Set Two

6. wait You will need to wait for a letter. *wait*
7. chunk A chunk of ice fell off the roof. *chunk*
8. sled The dog sled was pulled by huskies. *sled*
9. stick I used a stick to pole in the hole. *stick*
10. shine He rubbed the coin to make it shine. *shine*

Set Three

11. dream Do you ever dream of being an astronaut? *dream*
12. blade He bought a new blade for his skates. *blade*
13. coach The coach called the team over to the bench. *coach*
14. fright She was a fright in her Halloween costume. *fright*
15. snowing It would be snowing if it were a little colder. *snowing*

Set Four

16. talked They talked all day about their trip. *talked*
17. camping Shirley said that her family went camping. *camping*
18. thorn The thorn from the rose bush stuck in his finger. *thorn*
19. shouted They shouted at the driver as he ran through a red light. *shouted*
20. spoil The food will spoil if it sits out too long. *spoil*

Set Five

21. grow The plant will grow six inches in the summer. *grow*
22. chirp The baby birds will chirp when they are hungry. *chirp*
23. clapped The magician clapped her hands twice and the alligator vanished. *clapped*
24. tries In basketball, the center tries to block the shot. *tries*
25. hiking They started hiking up the mountain this morning. *hiking*

Adapted from Words Their Way 2000

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL II

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. bed I hopped out of bed this morning. *bed*
2. ship The ship sailed around the island. *ship*
3. when When will you come back? *when*
4. lump He had a lump on his head after he fell. *lump*
5. float I can float on the water with my new raft. *float*

Set Two

6. train I rode the train to the next town. *train*
7. place I found a new place to put my books. *place*
8. drive I learned to drive a car. *drive*
9. bright The light is very bright. *bright*
10. shopping Mother went shopping at the grocery store. *shopping*

Set Three

11. spoil The food will spoil if it is not kept cool. *spoil*
12. serving The restaurant is serving dinner tonight. *serving*
13. chewed The dog chewed up my favorite sweater yesterday. *chewed*
14. carries She carries apples in her basket. *carries*
15. marched We marched in the parade. *marched*

Set Four

16. shower The shower in the bathroom was very hot. *shower*
17. cattle The cowboy rounded up the cattle. *cattle*
18. favor He did his brother a favor by taking out the trash. *favor*
19. ripen The fruit will ripen over the next few days. *ripen*
20. cellar I went down to the cellar for the can of paint. *cellar*

Set Five

21. pleasure It was a pleasure to listen to the choir sing. *pleasure*
22. fortunate It was fortunate that the driver had snow tires during the snowstorm. *fortunate*
23. confident I am confident that we can win the game. *confident*
24. civilize They had the idea that they could civilize the forest people. *civilize*
25. opposition The coach said the opposition would give us a touch game. *opposition*

Adapted from Words Their Way 2000

HIGHER CORE

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL III

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can."

Have students check their papers for their names and the date.

Set One

1. speck There was a speck of mud on his windshield. *speck*
2. switch The light switch was turned on. *switch*
3. throat The doctor said the baby had a sore throat. *throat*
4. nurse The nurse told the patient that her fever was high. *nurse*
5. scrape The carpenter will scrape the paint off of the desk. *scrape*

Set Two

6. charge What will you charge for this coat? *charge*
7. phone Please use the phone to call home. *phone*
8. smudge You could see the smudge of chocolate on the paper. *smudge*
9. point The point of the knife was sharp. *point*
10. squirt The clown had a flower to squirt water. *squirt*

Set Three

11. drawing The drawing of the horse was done in charcoal. *drawing*
12. trapped The miners were trapped in the tunnel for two days. *trapped*
13. waving The crowd was waving to the senator as the train left the station. *waving*
14. powerful The jaws were powerful for chewing food. *powerful*
15. battle They won the battle but lost the war. *battle*

Set Four

16. fever A high fever can be dangerous. *fever*
17. lesson The music lesson was last Tuesday. *lesson*
18. pennies They danced for pennies at the fair. *pennies*
19. fraction One-half is a fraction. *fraction*
20. sailor To be a sailor on the high seas was his dream. *sailor*

Set Five

21. distance What is the distance from here to there? *distance*
22. confusion There was some confusion about who would drive to the movie. *confusion*
23. discovery The scientist made a discovery after many hours in the lab. *discovery*
24. resident How long have you been a resident of this state? *resident*
25. visible The star was visible with a telescope. *visible*

Adapted from Words Their Way 2000

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL IV

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

1. confusion There was confusion when there was a power failure. *confusion*
2. pleasure It was our pleasure to have you come over. *pleasure*
3. resident Mr. Squires has been a resident of this town for over forth years. *resident*
4. confidence I have confidence in Donna. *confidence*
5. fortunate We were fortunate to have gotten back safely. *fortunate*
6. opposition The coach said the opposition would give us a touch game. *opposition*
7. prosperity During this period of prosperity, our income increased dramatically. *prosperity*
8. succession He fired several shots in rapid succession. *succession*

If you wish, stop here, check papers, discontinue, or go to Spelling Inventory - Level III if a student misspells five out of the first eight words.

9. emphasize In conclusion, I want to emphasize the most important points. *emphasize*
10. correspond The president must correspond with many people each day. *correspond*
11. commotion The audience heard the commotion backstage. *commotion*
12. propellant The booster rocket is fueled by a liquid propellant. *propellant*
13. hilarious John thought the comedian was absolutely hilarious. *hilarious*
14. criticize The boss will criticize you for your work. *criticize*
15. reversible Terry wears a reversible coat in the winter. *reversible*
16. category I will put the bottles in one category and the can in another. *category*
17. adjourn The meeting will adjourn at five o'clock. *adjourn*
18. excerpt I am going to read one excerpt from this chapter. *excerpt*
19. indictment The attorney general made the indictment based on the grand jury's findings.
indictment
20. camouflage The soldier wore camouflage to avoid detection. *camouflage*

Adapted from Words Their Way 2000

SENTENCE DICTATION

WHAT?

The Sentence Dictation assessment measures the child's understanding of:

- hearing and recording the sounds in words.

In addition, the assessment provides an opportunity for the teacher to observe:

- directionality
- word boundaries
- punctuation.

WHY?

The Sentence Dictation assessment utilizes a formatted sentence containing specific phonemes, letter patterns, and conventions of print.

HOW?

Administration

The Sentence Dictation assessment is administered in a small group setting or one-on-one. The teacher states the entire sentence then reviews the sentence, word by word, as students write it down. Teachers should be cautioned not to stretch out the sounds in words, but to say them naturally.

Scoring and Analysis

There is a total possible score of 22 points for the Early Emergent Sentence and 38 points for the Emergent Sentence. Score 1 point for each phoneme the child has analyzed and recorded.

Teacher Direction: "I'm going to say a sentence. See if you can write each word as I say it." Teacher reads the complete sentence, then reads word-by-word, pausing for the child to write. Teacher will be repeating the sentence several times.

KINDERGARTEN CORE ASSESSMENT

Early Emergent Sentence: A bus is going to stop for me.

Total Points: 22 points

Scoring Key: Score one point for each correct letter/sound correspondence represented (i.e., iz for is = 2 points. A
b u s i s g o i n g t o s t o p f o r m e.

Upper or lower case form and/or reversals are considered correct. Teacher observation and judgement must be used when letter order within a word is out of sequence.

FIRST GRADE CORE ASSESSMENT

Emergent Sentence: My cat likes to hide in the grass and sleep on my bed. I love my cat.

Total Points: 38 points

Scoring Key: Score one point for each correct letter/sound correspondence represented (i.e., luv for love = 3 points). My cat likes to hide in the grass and sleep on my bed. I love my cat.

Phonemes that are repeated are only scored once.

No Excuses Words



WHAT are No Excuses words?

No Excuses words are words that are most often used in writing. The attached word lists are sequenced in order from most (#1) to least (#100) commonly used. Many of these words are among the oldest words in our language and therefore have archaic etymologies.

WHERE did the words come from?

Numerous studies have identified these words. (See references.) The list of PUSD No Excuses words is derived from looking at word frequency in the contexts of children’s writing, content area books and children’s literature.

WHY teach No Excuses words?

The 100 most frequently used words in writing comprise 50% of all words used in adult writing! Knowing these words quickly, effortlessly and automatically gives students opportunities to think about the content of their writing rather than struggle over the spelling of a word.

Spelling is used as a “literacy yardstick” and we want our students to “measure up” as literate communicators. A word spelled incorrectly in a written piece sends a message that the writer is illiterate or careless, and the message being conveyed is compromised.

HOW are No Excuses (high frequency) words different from the words I teach in Houghton Mifflin?

All of the No Excuses words appear SOMEWHERE in the Houghton Mifflin program, though they do not appear in order of frequency. Rather, they appear whenever they happen to fit in with the linguistic element being featured. No Excuses words also appear as “Words for Writing” or “blue elephant” words. Since the focus of the Houghton Mifflin program is teaching children linguistic features and patterns, memorization, as a learning /teaching strategy, is not emphasized. In other words,

**Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas “No Excuses” words are MEMORIZED!**

If you think of the No Excuses words like you think of math facts you will have a clear understanding of how these words fit into the overall spelling competence of our students. We expect children to simply know these words automatically, regardless of their developmental stage. Even a very poor speller should have at least the first 100 (grades 3-8) words memorized and used correctly in all of their written work all of the time!

No Excuses Words Grade Level Expectations (by end of the year)

Grade Level	Words to be Learned from the No Excuses List
Kindergarten	Words # 1 – 10
First	Words # 1 – 50 (#11-50 instructional)
Second	Words # 1 – 100 (#51-100 instructional)
Third – Eighth	Words # 1 – 100 Reinforce Only

The words are found on the attached list of No Excuses Words.

NO EXCUSES WORDS

FIRST GRADE



a	how	was
about	I	we
all	if	were
an	in	what
and	is	when
are	it	which
as	not	will
at	of	with
be	on	you
but	one	your
by	or	
can	said	
do	that	
each	the	
for	their	
from	there	
had	they	
have	this	
he	to	
his	up	

Commonly Misspelled Words

WHAT are Commonly Misspelled words?

Commonly misspelled words are words that are most often used in writing and commonly misspelled. The attached grade level word lists are sequenced in order from most commonly misspelled to least commonly misspelled.

WHERE did the Commonly Misspelled lists of words come from?

Ron Cramer's research looked at 18,599 samples of student writing in grades 1-8. Based on his exhaustive study he developed the top 100 words that children misspell at each grade level. (See references.)

WHY teach Commonly Misspelled words?

Using lists of the top 100 misspelled words for each grade level allows us the opportunity to teach words that we know children misspell over and over again. We can add special emphasis to these words that we know, from Cramer's exhaustive study, end up being the words that students misspell often in their writing.

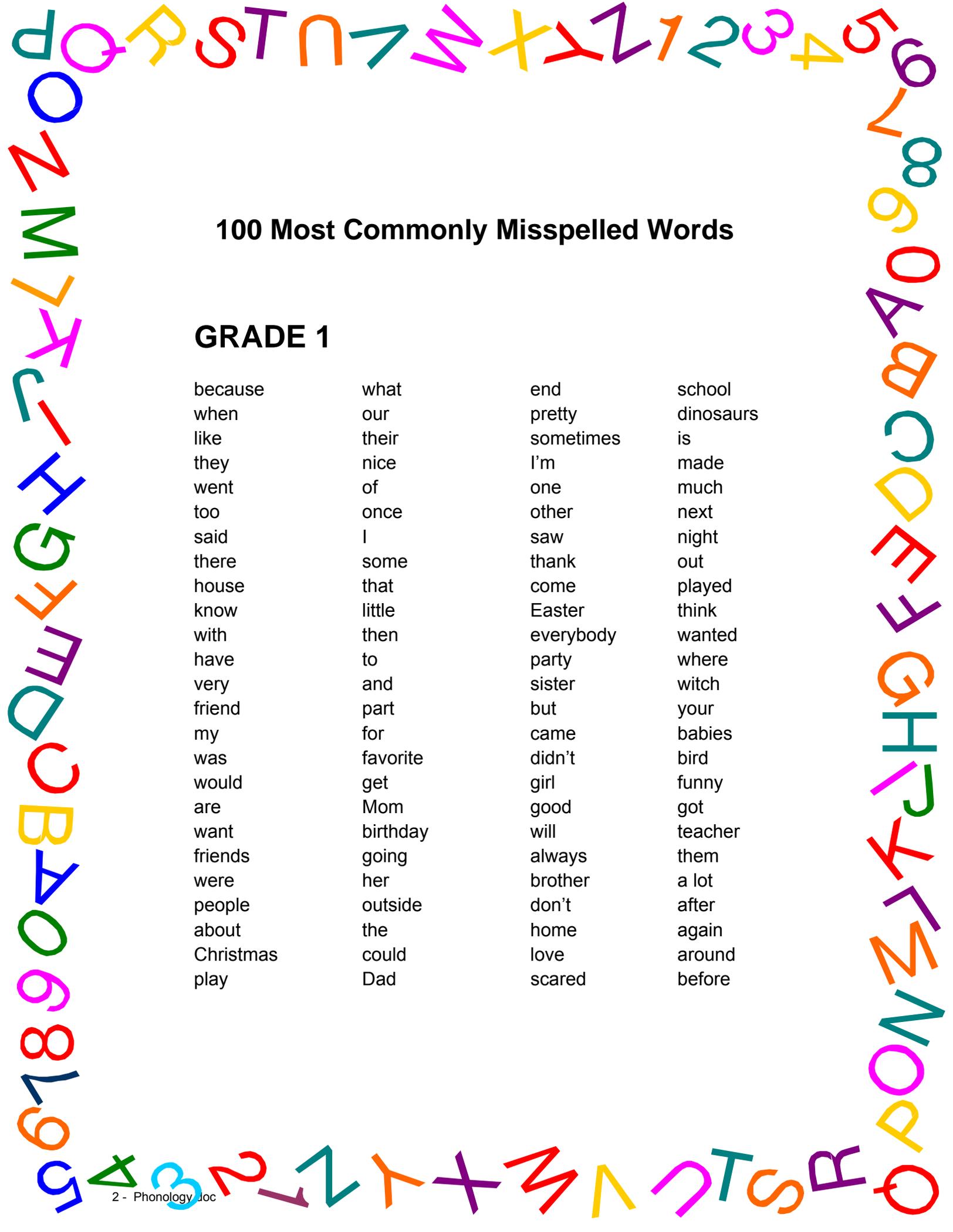
Note: Direct instruction of Commonly Misspelled words is optional based on each teacher's professional evaluation of their students needs.

HOW are Commonly Misspelled words different from the words I teach in Houghton Mifflin?

Up until now our District spelling program has focused on high frequency words only. With the adoption of Houghton Mifflin, we are systematically teaching spelling and linguistic features and patterns in a developmental sequence. The combination of No Excuses words (high frequency words) and the Houghton Mifflin program compliment one another. Cramer's research addresses a third component not addressed by Houghton Mifflin or by the No Excuses words.

**In Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas No Excuses words are MEMORIZED!
Commonly Misspelled words also need to be memorized!**

Even a poor speller should memorize high frequency words and use them correctly in all written work. To assist with accuracy, all students can also be expected to memorize and use the Commonly Misspelled words.



100 Most Commonly Misspelled Words

GRADE 1

because
when
like
they
went
too
said
there
house
know
with
have
very
friend
my
was
would
are
want
friends
were
people
about
Christmas
play

what
our
their
nice
of
once
I
some
that
little
then
to
and
part
for
favorite
get
Mom
birthday
going
her
outside
the
could
Dad

end
pretty
sometimes
I'm
one
other
saw
thank
come
Easter
everybody
party
sister
but
came
didn't
girl
good
will
always
brother
don't
home
love
scared

school
dinosaurs
is
made
much
next
night
out
played
think
wanted
where
witch
your
babies
bird
funny
got
teacher
them
a lot
after
again
around
before

Teaching No Excuses and Commonly Misspelled Words

The Focus is on Memorization.

Word Sorting activities are ineffective for memorizing words. Sorts are for learning to generalize!

Teach students to MEMORIZE by using:

Flashcards	Dictate and Write (timed)
Partner Checks	“Mad Minute”
Dry Erase Boards	Writing in the Air
Rainbow Writing	Ghost Writing on the Board
Magnetic Letters	Copy-cover-write and check

Assessment and Accountability for No Excuses and Commonly Misspelled Words:

1. Check accuracy in student writing, not just on a spelling test. With these words in particular students very often will spell them correctly in isolation on a spelling test. However, in the context of writing they misspell the “No Excuses” words. Check these words in the context of their writing by counting down the first 10 lines of a piece of student writing. Check for accuracy of No Excuses Words and Commonly Misspelled Words.
2. Option Pre-Test at the beginning of the year.
3. Random inclusion of these words on other spelling tests.
4. Issue “Spelling Tickets” for spelling “violations” of the No Excuses and Commonly Misspelled Words.
5. Have students “sign-in” in a spelling log every time they miss one of the No Excuses or Frequently Misspelled Words. Set up the spelling log in alphabetical order with one page for each of the words. Students sign in on the page of the word they missed.

LOWER CORE

LETTER KNOWLEDGE/SOUND KNOWLEDGE

WHAT?

The letter knowledge/sound knowledge assessment measures the child's ability to:

- recognize letters
- make letter-sound relationships

WHY?

Knowledge and flexibility with the letters of the alphabet is a powerful predictor of early reading success. Whether the child makes the discrimination first on the basis of alphabetic names, sound equivalents, or some rather personal association like, "The first letter in my brother's name," is not as important as the fact that the discrimination has been made.

HOW?

Administration

The Letter Knowledge Assessment is administered one-on-one to individual children. A letter "flip book" is provided for the teacher to use when asking the child to identify each letter. To administer this task:

Point to each letter and ask:

- *What is this one?*

If a child does not respond, use one or more of these questions:

(Try to avoid bias towards any one of them.)

- *Do you know its name?*
- *What sound does it make?*
- *Do you know a word that starts like that?*

Then moving to other letters, ask:

- *What is this? And this?*

Scoring and Analysis

Use the Letter Knowledge Checklist and mark the N column if the child gives the Letter Name, mark the S column for Sound, or write the word the child gives in the Word column. (Write the child's response with a capital letter if he/she is responding to the capital letter, and use a lower case if he/she is responding to the lower case letter.)

We gratefully acknowledge the work and expertise of Marie M. Clay, as published in An Observation Survey of Early Literacy Achievement. Heinemann Education, a division of Reed Publishing, New Zealand, 1993, in the development of this assessment tool. Correct responses are recorded with a ✓, incorrect answers with the actual response, and no response with a •.

Note response speed, any attempts, efforts, or confusions the child makes. Circle the child's dominant mode of identifying letters at the top of the column (N, S, or Word).

There are three sets of columns so the teacher can use the same sheet periodically during the year, as appropriate. One column is provided for each letter (upper and lower case forms) to enable the teacher to record responses.

Score 1 point for every correct response. Score as correct:

- either a letter name
- or a sound that is acceptable for that letter
- or a word for which that letter is the initial letter or sound.

Total score (___/54) represents alphabet knowledge and is recorded on the checklist.

ASSESSING LETTER-SOUND RELATIONSHIPS

To assess letter-sound relationships, repeat the Alphabet Knowledge Assessment using the lower case letters, this time asking the child, "What sound does this letter make?" Record the child's response in the S column for sound.

Correct responses should be clear and appropriate, while distorted sounds are scored as incorrect. The teacher should record which sounds are distorted, e.g., "fuh" for /f/. Note: "fuh" for /f/ is a higher level response than /k/ for /f/, even though both responses would be scored as incorrect.

Total score (___/28) represents knowledge of letter-sound relationships and is recorded on the checklist.

LOWER CORE

PHONEMIC AWARENESS

WHAT?

Phonemic awareness measures the ability of the child to identify, think about, or manipulate the individual **sounds** in words. Phonemic awareness **precedes** the ability to match sounds to letters.

This assessment has four components:

1. Sound Matching
2. Isolating Sounds
3. Blending Sounds
4. Separating Sounds

WHY?

Phonemic awareness is “the single most powerful determinant” of successful reading and writing development. (Adams, 1990) Before phonics can be taught, phonemic awareness is essential. Children must be able to hear and manipulate oral sound patterns before they can relate them to print.

HOW?

Administration

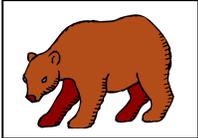
The Phonemic Awareness Assessment is an **oral task** administered individually in a relaxed and playful manner. An assessment script is provided for the teacher in a flip book format. Student responses are recorded on a separate scoring sheet.

Scoring and Analysis

There is a space provided on the student response sheet for the teacher to record the child’s exact oral response to each item. There is also a space provided to record the total number of correct items within each subtest. In order to determine instructional needs, the teacher must evaluate each subtest in order to be more aware of the child’s understanding of each of the skills evaluated.

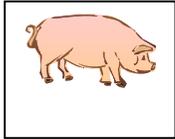
PART I – BEGINNING SOUNDS

SAMPLE

				
1.				
2.				
3.				

PART II – ENDING SOUNDS

SAMPLE

				
4.				
5.				
6.				

SOUND MATCHING

Skill: Indicate which word (picture) begins or ends with the same sound as a target word (picture).

Directions:

Part 1 Beginning Sounds

Sample Item

- We're going to play a game with words. I will show you pictures to help you remember the words.
- Look at the first picture. This is a sock.
- Now look at these 3 pictures. Point and say, This is a dog. This is a cup. This is a star.
- The word, sock, starts with the /s/ sound. Which of these pictures starts with the /s/ sound? dog, cup, star?

Proceed with items 1 through 3 in the same manner.

1. fish: foot mouse kite
2. leaf: bear lamp pie
3. duck: cat moon dog

Part 2 – Ending Sounds

Sample Item

- We're going to change our word game.
- Look at this picture. This is a sun.
- Now look at these three pictures. Point and say, "This is a ball. This is a house. This is a fan.
- The word sun end with the /n/ sound. Which of these pictures ends with the /n/ sound, ball, house, fan?

Proceed with items 4 through 6 in the same manner.

4. boat: doll train hat
2. mouse: comb bus coat
3. pig: frog chair tree

ISOLATING SOUNDS

Skill: Isolating the beginning sounds (phonemes) in words.

Sample Item:

Directions:

- I'm going to say your name. Then I'm going to say the sound I hear at the beginning of your name.
- Mandy. The sound I hear at the beginning of Mandy is /m/.
- Now I'm going to say another word, jello.
- The sound I hear at the beginning of jello is /j/.
- Now you listen to the words I say and tell me the sound you hear at the beginning.
 1. nose
 2. five
 3. car
 4. log
 5. shoe

BLENDING SOUNDS

Skill: Blending sounds together to form a word

Directions:

- I'm going to say a word slowly. Listen to the parts you hear and put them back together.
- If I say, /m/ /e/, you will say me.
- If I say /s/ /o/, you will say so.
- Let's try a few together:
 - /l/ /ay/ - lay
 - /b/ /u/ /g/ - bug
- Now you listen to the parts you hear in the words I say slowly, and tell me what word I am saying.

1. /n/ /o/	(no)	6. /m/ /a/ /p/	(map)
2. /s/ /ay/	(say)	7. /f/ /l/ /i/	(fly)
3. /sh/ /ee/	(she)	8. /m/ /a/ /n/	(man)
4. /u/ /p/	(up)	9. /k/ /a/ /k/	(cake)
5. /z/ /oo/	(zoo)	10. /l/ /i/ /k/	(like)

SEPARATING SOUNDS

Skill: Pronouncing the individual sounds (phonemes) in words

Directions:

- Now we're going to change the game. I'm going to say the word, and you get to say the sounds you hear. Be sure to say the sounds, not the letters, in the word.
- If I say *ride* you should say, /r/ /i/ /d/.
- If I say, *go*, you should say /g/ /o/.
- Now it's your turn:

Notes to the teacher: An answer is only considered correct if the word has been segmented into all its sounds. Simply saying a word slowly is not considered a correct response.

- | | |
|---------|-----------|
| 1. dog | 6. wave |
| 2. keep | 7. that |
| 3. fine | 8. red |
| 4. no | 9. ice |
| 5. she | 10. three |

**Phonemic Awareness
Student Response Sheet**

Name _____ Grade _____

Sound Matching Part 1 <i>Beginning Sounds</i>	Date _____ Student's Oral Responses	Date _____ Student's Oral Responses
1. fish		
2. leaf		
3. duck		
Part 2 – Ending Sounds		
4. boat		
5. mouse		
6. pig		
	Score ___/6	Score ___/6
Isolating Beginning Sounds		
1. nose		
2. five		
3. car		
4. log		
5. shoe		
	Score ___/5	Score ___/5
Blending Sounds		
1. /n/ /o/ - no		
2. /s/ /ay/ - say		
3. /sh/ /e/ - she		
4. /u/ /p/ - up		
5. /z/ /oo/ - zoo		
6. /m/ /a/ /p/ - map		
7. /f/ /l/ /i/ - fly		
8. /m/ /a/ /n/ - man		
9. /k/ /a/ /k/ - cake		
10. /l/ /i/ /k/ - like		
	Score ___/10	Score ___/10
Separating Sounds		
1. dog (d – o – g)		
2. keep (k – ee – p)		
3. fine (f – i – n)		
4. no (n – o)		
5. she (sh – e)		
6. wave (w – a – v)		
7. that (th – a – t)		
8. red (r – e – d)		
9. ice (i – ce)		
10. three (th – r – ee)		
	Score ___/10	Score ___/10

Comments: