

# I. Word Awareness (Sentence Segmenting)

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

### Materials

- 6 blocks

Sample item #1: Listen to this sentence: **The boy runs**. Push a block for each word as you repeat the sentence. **Let's try it together**. As you repeat **The boy runs**, help the child push a block for each word (3 blocks).

Sample item #2: **Now you do it**. Listen. **Jack sings**. Now you say it and push a block for each word. (2 blocks)

**Listen**. Read each sentence. **Repeat the sentence and push a block for each word**.

	Pre-test	Mid-Year	Post-test	Comments
1. Dogs bark. (2)	_____	_____	_____	_____
2. Come to my house. (4)	_____	_____	_____	_____
3. Apples are red. (3)	_____	_____	_____	_____
4. My car goes fast. (4)	_____	_____	_____	_____
5. Swimming is fun. (3)	_____	_____	_____	_____

# II. Rhyme Awareness

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

## Materials

- Assessment Book (spiral-bound), pages 4-31

Turn to page 5 of the Assessment Book. Tell me the names of these pictures. Place a ✓ next to correct responses. Write the child's response next to incorrect items. Tell the child the names of those pictures that he or she does not recognize.

Sample item #1: **Listen to these words: *cat-bat*. Now you say them.** Wait for response. **The ending part sounds the same. That means they rhyme.**

**Listen to these words: *cat-snake*. Do they rhyme?** Wait for response. **No, they don't rhyme. Which one sounds like *cat*? Yes, *bat* sounds like *cat*.**

Turn to page 7 of the Student Manual. Sample item #2: **Tell me the names of these pictures.** Wait for response. Tell the child the names of those pictures that he or she does not recognize. **Which one sounds like *duck*?** Wait for response. **Yes, *truck* sounds like *duck*.**

Say the following for each question: **Tell me the names of these pictures. Which one sounds like \_\_\_\_.** (It may be helpful to point to the two choices while saying "which one sounds like \_\_\_\_.") The Assessment Book also provides these prompts. Place a ✓ on the line if the response is correct. If incorrect, record a -.

		<u>recognize</u>			<u>rhyme</u>		
					Pre-test	Mid-Year	Post-test
1.	sock	_____	clock	_____	fish	_____	_____
2.	phone	_____	girl	_____	bone	_____	_____
3.	boat	_____	house	_____	coat	_____	_____
4.	car	_____	star	_____	bell	_____	_____
5.	clown	_____	brown	_____	swing	_____	_____
6.	dog	_____	van	_____	frog	_____	_____
7.	glue	_____	hat	_____	blue	_____	_____
8.	key	_____	tree	_____	saw	_____	_____
9.	train	_____	rain	_____	bee	_____	_____
10.	pail	_____	car	_____	snail	_____	_____
11.	bed	_____	phone	_____	red	_____	_____
12.	pig	_____	wig	_____	drum	_____	_____

# III. Segmenting (Compound Words and Syllables)

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

**Materials**

- Assessment Book (spiral-bound), pages 32-39
- 2 linking blocks

Sample item #1: Turn to page 33 in the Assessment Book. **Tell me the name of this picture** (while pointing to the first picture). **Let's break it and say the two parts: *sun – shine***. Separate two blocks or links as you say *sun – shine*.

Sample item #2: **Now you do it. Tell me the name of this picture on the page. (*football*) Now break it and say the two parts.** Wait for response. (*foot – ball*) Repeat with each picture/word. Have the child separate the blocks or links to indicate the two words/syllables.

Say the following for each question: **Tell me the names of this picture. Now break it and say the two parts.** (Tell child the name of each picture if he or she does not recognize it.) The Assessment Book also provides these prompts. Place a ✓ on the line if the response is correct. If the response is incorrect, record a -.

	Pre-test	Mid-Year	Post-test	Comments
1. lunchbox	_____	_____	_____	_____
2. toothbrush	_____	_____	_____	_____
3. flashlight	_____	_____	_____	_____
4. pencil	_____	_____	_____	_____
5. table	_____	_____	_____	_____
6. zebra	_____	_____	_____	_____

# IV. Concepts of Print:

## Book Concepts, Text Concepts, Directionality

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

### Materials

- Trade book

Read the book to the child.

Point to each word as you read

it. Enjoy the book with the child

**Tell me about the story.**

[note child's response].

	Assess	Prompt the Student	Pre-test	Mid-year	Post-test
<b>Book Concepts</b>					
Hand the book to the child with back cover facing up.	Cover of book	Show me the front of the book.			
Hand the book to the child with front cover facing up.	Author	Show me the name of the author.			
	Illustrator	Show me the name of the illustrator.			
	Title	Show me the title.			
	Beginning of story	Show me where you start reading the story.			
<b>Text Concepts</b>					
Open the book to any page.	Concept of word	Point to a word.			
	First word on page	Point to the first word on this page.			
	Last word on page	Point to the last word on this page.			
	Concept of letter	Point to a letter.			
	Concept of letters	Point to two letters.			
<b>Directionality</b>					
Open the book to any page with two lines of print.	Top to bottom of page	Show me where you start reading on this page.			
	Left-to-right in sentence	Show me which way we go when we read.			
	Return sweep	Where do we go after that?			
Place the closed book on table.	One -to-one correspondence	Read the title and point to each word as you read.			

✓ = Understands concept

- = Does not understand concept

# V. Concepts of Print: Letter Identification

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

## Materials

- Uppercase and lowercase Alphabet Cards

Arrange the Alphabet cards in the following sequence (top to bottom). Show child **all** uppercase and lowercase letters. Place a ✓ in the box if the response is correct. If incorrect, record child's response.

Tell me the name of this letter.

	Pre-test	Mid-Year	Post-test		Pre-test	Mid-Year	Post-test		Pre-test	Mid-Year	Post-test		Pre-test	Mid-Year	Post-test
M				J				m				j			
S				O				s				o			
F				L				f				l			
P				C				p				c			
A				H				a				h			
T				U				t				u			
K				R				k				r			
B				V				b				v			
G				E				g				e			
I				Q				i				q			
N				Y				n				y			
W				X				w				x			
D				Z				d				z			

Total correct: /26

Total correct: /26

Total correct: /26

## Emergent Writing

Give child a blank piece of paper and a pencil or crayon. Say **Show me how you write your name.**

# VI. Alliteration

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

**Materials**

- Assessment Book (spiral-bound), pages 40-59

Turn to page 41 of the Assessment Book. **Tell me the names of these pictures.** Place a ✓ next to correct responses. Write the child’s response next to incorrect items. Tell the child the names of those pictures that he or she does not recognize.

Sample item #1: **Listen to these words: moon, monkey.** Emphasize the /m/ sound in each word. **Say it with me.** Repeat moon, monkey with the child. **They start with the same sound. Listen-moon, ball. Do they start with the same sound?** Wait for a response. **No, they don't. Which one starts like moon? Yes, monkey starts like moon.**

Sample item #2: **Now you do it.** Turn to page 43 of the Assessment Book. **Tell me the names of these pictures. Which one starts like paint?** Wait for response. **Yes, pig starts like paint.**

Say the following for each question: **Tell me the names of these pictures. Which one starts like \_\_\_\_?** The Assessment Book also provides these prompts. Place a ✓ on the line if the response is correct. If incorrect, record a -.

<u>recognize</u>			<u>initial sound</u>			Pre-test	Mid-Year	Post-test
1.	sun _____	sock _____	cat _____	_____	_____	_____	_____	_____
2.	fish _____	fork _____	ball _____	_____	_____	_____	_____	_____
3.	duck _____	kite _____	dog _____	_____	_____	_____	_____	_____
4.	cow _____	lamp _____	corn _____	_____	_____	_____	_____	_____
5.	book _____	bike _____	feet _____	_____	_____	_____	_____	_____
6.	hand _____	bus _____	house _____	_____	_____	_____	_____	_____
7.	kite _____	bat _____	key _____	_____	_____	_____	_____	_____
8.	teacher _____	table _____	leaf _____	_____	_____	_____	_____	_____

# VII. Blending

## (Compound Words and Syllables)

Student Name	ID#	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of evaluation	Date of Birth	Chronological Age
Evaluator	Teacher	School

### Materials

- Assessment Book (spiral-bound), pages 60-63

Sample item #1: Turn to page 61 in the Assessment Book. **Look at the first set of pictures on the puzzle pieces. Listen: *tooth – brush*. Let’s put them together and say the big word: *toothbrush*. Now you do it. Say each part.** Wait for response.

Sample item #2: **Look at the pictures on the puzzle pieces. Say each one. Now put them together and say the big word.** [*raincoat*]

Say the following for each question: **Look at the pictures on the puzzle pieces. Say each one. Now put them together and say the big word.** The Assessment Book also provides these prompts. Place a ✓ on the line if the response is correct. If the response is incorrect, record a -.

	Pre-test	Mid-Year	Post-test	Comments
1. mail – box	_____	_____	_____	_____
2. fire – truck	_____	_____	_____	_____
3. eye - glasses	_____	_____	_____	_____

For these words, say the word parts and have the students blend them together to say the word. **Listen to these word parts.** (Say each syllable.) **Put them together and say the word.**

	Pre-test	Mid-Year	Post-test	Comments
4. ti-ger	_____	_____	_____	_____
5. ro-bot	_____	_____	_____	_____
6. win-dow	_____	_____	_____	_____

# Student Profile Sheet

Phonological Awareness	# Correct / Total			Percent Correct			Gains
	Pre-test	Mid-Year	Post-test	Pre-test	Mid-Year	Post-test	
I. Word Awareness	/5	/5	/5				
II. Rhyme Awareness	/12	/12	/12				
III. Segmenting	/6	/6	/6				
VI. Alliteration	/8	/8	/8				
VII. Blending	/6	/6	/6				
Pre-test comments:							
Mid-Year comments:							
Post-test comments:							
IV. & V. Print Awareness & Alphabet Knowledge	# Correct / Total			Percent Correct			Gains
	Pre-test	Mid-Year	Post-test	Pre-test	Mid-Year	Post-test	
Book Concepts	/5	/5	/5				
Text Concepts	/5	/5	/5				
Directionality	/4	/4	/4				
<b>Letter Identification:</b>							
Uppercase	/26	/26	/26				
Lowercase	/26	/26	/26				
Emergent Writing	See sample	See sample	See sample				
Pre-test comments:							
Mid-Year comments:							
Post-test comments:							