

Assessment 1

1. Use a pencil and the Assessment 1 Word List. You may photocopy this sheet so that it may be used as many times as needed or write lightly and erase when you use it again.
2. Place the Blue Consonant Letter Cards and the Pink Vowel Letter Cards in front of your student in this order:

a o i

n r t s c f d g b l p m h

3. Read the list of words to your student and ask your student to point to the Letter Card that says the sound he hears at the beginning of the word. If he correctly identifies the sound, do not write anything. If he does not, place a dot under the first letter. Hold the paper so that your student is not viewing what you write. Accept all responses without correction during your assessment. Be sure to record the date.
4. Reread the same list of words used in Step 3. Ask your student to point to the Letter Card that says the sound he hears at the end of the word. If he correctly identifies the sound, do not write anything. If he does not, place a dot under the last letter. Hold the paper so that your student is not viewing what you write. Accept all responses without correction during your assessment. Be sure to record the date.
5. Remove the Blue Consonant Letter Cards from the Letter Card choices. Tell your student that you now want him to listen for the vowel sound in the middle of each word. Reread the list of words, omitting the two-letter words *on*, *it*, *in*, *am* and *an*. Ask him to point to the letter that says the sound he hears in the middle of each word. If he correctly names the vowel, do not write anything. If he is incorrect, draw a line under the vowel.

How to Evaluate Your Student's Performance

A general criterion for acceptable performance is a minimum of 80% correct. If your student can complete this, you can be comfortable with moving on to the next part of this manual. Here is a chart showing 80% on each step.

Step 3 - 24 correct out of 30

Step 4 - 24 correct out of 30

Step 5 - 20 correct out of 25

If your student does not complete 80% of a step correctly, return to the lessons and locate games used to teach the sounds. Also look at the results to see if any particular letter sounds are missed more than twice, and repeat the blending process using that sound. After a review period of one or two weeks, reassess your student using another copy of the same word list. Date and mark as before with red and green pencils. Compare the two lists to determine whether or not adequate progress (80% correct) has been made. If not, repeat this process for another week.

Assessment 1
Word List

mat sam dog am had

top bog rib cap nob

ham got it rod sip

cab tin don fin gab

nap in bid pig an

lip fat sob pod on