

Assessment Instructions (Pre-Test)

Pre-Test

The purpose of the pre-test is to determine if students have mastered the specific foundational reading skills necessary for a successful entry into this program. Those skills include identifying all lower- and uppercase letters by name, associating a sound for each corresponding consonant, and recognizing a pre-primer list of sight words. In addition, students will be assessed on their ability to blend three sounds to decode CVC (consonant-vowel-consonant) words and recognize digraphs and consonant blends.

Rhyme Awareness

Before giving student the first page of student materials, administer this portion of the test orally.

cat/bat	(yes)
pig/ship	(no)
top/plop	(yes)
bed/fed	(yes)
run/rug	(no)
stump/spot	(no)
rest/best	(yes)
___/7	

Say: I am going to say pairs of words. I want you to listen carefully to both words and then give me a “thumbs up” if the two words rhyme or a “thumbs down” if they do not. Here is a sample: dog/fog. These words rhyme because they both end in the sound “og.” Ready? Here we go.

Say each pair of words and wait for student to give you a “thumbs up” (yes, they rhyme) or a “thumbs down” (no, they do not rhyme).



Note: While phonemic awareness skills are not the focus of the lessons in this program, each story students will read includes rhyming words to develop the skill of rhyme awareness.

Letter Identification (Uppercase)

Say: I am going to show you some letters. Let’s see how many of them you know. Name each letter as I point to it.

Point to or have the student point to each letter as you move from left to right across the first row of letters on the student’s sheet. Use a masking card to cover other rows of letters. Continue moving across all three rows. Circle all letters named correctly.

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

___/26

Tip: If the student has trouble focusing on one letter at a time, use a window card that has a square shape just big enough to show one letter at a time. If the student struggles identifying three consecutive letters, remove the masking card and ask the student to look over all the letters and tell you which ones he or she can name.



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Letter Identification (Lowercase) and Letter/Sound Correspondence

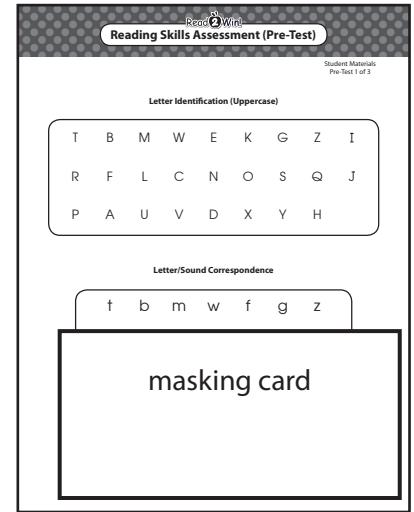
Say: *I am going to show you some more letters. This time I want you to tell me each letter's name and the sound it makes. What is the name of this letter? What sound does it make?*

Point to each letter as you move from left to right across the first row. Use a masking card to cover other rows of letters. Continue moving across all three rows. Circle each letter a student can name and identify its corresponding sound.

t	b	m	w	f	g	z
r	f	l	c	n	s	q
j	p	v	d	x	y	h

___/21

Tip: If the student struggles identifying three consecutive letters, remove the masking card and ask the student to look over all the letters and tell you which ones he or she can name and identify the sound it makes.



Sight Word Recognition

Say: *Now I am going to show you some words you may have seen before. Let's start with the first column and see how many you can read.*

Use a masking card to cover the second and third columns. Have student place a bookmark beneath each word in the first column as he or she reads down the column. If student does not instantly recognize a word, tell student to move on to the next word. Circle all words correctly identified. Continue with the second and third columns.

make	where	is
and	said	like
the	down	we
big	find	little
see	for	my
two	play	not
look	you	one
blue	go	three
can	up	to
come	in	yellow

___/30

Tip: The assessment is intended to determine if the student can read these words by sight (memorization). Do not encourage the student to sound out a word. If the word is not instantly recognized, ask the student to move on to the next word.

Note: If the student is struggling with the first column of words. Uncover all the words and just ask the student to read any words he or she knows. All of these sight words will be practiced in Units 1-7. If a student is unable to read many of these words during the pre-test, re-administer this portion of the test after completing Unit 7 to check progress.



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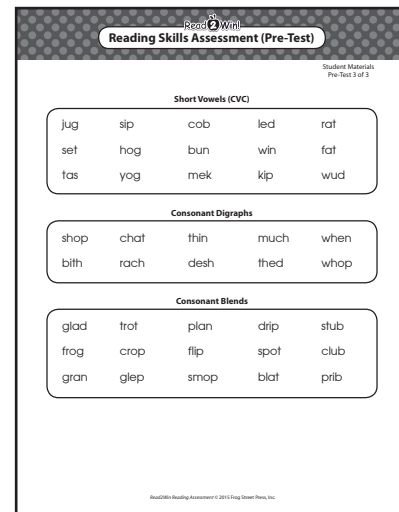
Short Vowels (CVC Words)

Say: *Let's see if you can read these words. Do your best to sound them out.*

Have student read the first row of words. Circle all words identified correctly. Have student read the second row of words and circle all words identified correctly. If student was able to read all or most words correctly in the first two rows, have student read the last row. Tell student that the words in the last row are not real words but we can read them just like real words. Circle words identified correctly.

___/5 jug sip cob led rat
 ___/5 set hog bun win fat
 ___/5 tas yog mek kip wud (pseudo words)
 ___/15

Note: Using "pseudo words" helps determine if the student can read an unfamiliar word using decoding skills rather than identifying it by its familiarity.



Consonant Digraphs (sh, ch, wh, th)

Say: *Let's see if you can read these words. Do your best to sound them out.*

Have student read the first row of words. Circle all words identified correctly. If student was able to read all or most words correctly in the first row, have student read the second row. Tell student that the words in the second row are not real words but we can read them just like real words. Circle words identified correctly. If student struggled reading the first row, do not continue with the second row.

___/5 shop chat thin much when
 ___/5 bith rach desh thed whop (pseudo words)
 ___/10

Note: A "digraph" is a combination of two letters that represent one sound. Students are being assessed on their recognition of sh, ch, th, and wh in both the initial and final position of a word.

Consonant Blends

Say: *You are doing great! Let's try reading one more set of words. Are you ready? Here we go.*

Have student read the first row of words. Circle all words identified correctly. If student struggles reading the first row, stop the test at this point. Do not have the student continue trying to read words beyond his or her ability. Otherwise, have student read the second row of words and circle all words identified correctly. If student was able to read all or most words correctly in the first two rows, have student read the last row. Tell student that the words in the last row are not real words but we can read them just like real words. Circle words identified correctly.

___/5 glad trot plan drip stub
 ___/5 frog crop flip spot club
 ___/5 gran glep smop blat prib (pseudo words)
 ___/15