

Student's Name _____ Grade Level _____

Assessor's Name _____ Date Assessed _____

1. Phonemic awareness

a. Phoneme blending

- i. Directions: "I am going to separate the sounds of a word and after I finish sounding out the word, I want you then to tell me what the word is."

1. For example, if I say the sounds

a. "/safe/ /ty/ is what word? SAFETY"

- ii. Test Items:

1. /ex/ /h/ /a/ /le/ _____ (Exhale)

2. /m/ /y/ /th/ _____ (Myth)

3. /vis/ /ib/ /le/ _____ (Visible)

4. /i/ /lle/ /g/ /al/ _____ (Illegal)

b. Phoneme segmentation

- i. Directions: I am going to say a word; I want you to tell me all of the sounds that you hear in that word.

1. For example, if I say the word INFORMAL "I hear the sounds /in/ /f/ /or/ /m/ /al/

- ii. Test Items:

1. DELEGATE /d/ /el/ /e/ /g/ /ate/ _____

2. INFLATE /in/ /f/ /l/ /ate/ _____

3. DEVELOP /de/ /v/ /el/ /op/ _____

4. YIELD /y/ /ie/ /l/ /d/ _____

c. Phoneme identification

- i. Directions: I am going to say some words; I want you to tell me the sound that is the same in all the words.

1. For example, if I say the words attire, attract, attractive: What sound is the same in all the words?

a. /at/

- ii. Test Items:

1. jewelry, journey, lovely _____ /y/

2. exclude, exhale, exhaust _____ /ex/

3. cashier, shuffle, shepherd _____ /sh/

4. illegal, inaugural, skeptical _____ /al/

d. Phoneme isolation

- i. Directions: I am going to say some words; I want you to tell me the first sound that you hear in the word.

1. For example, if I say the word tailor– The first sound that I hear in the word is /t/.

- ii. Test Items:

1. obey _____ /o/

2. tendency _____ /t/
3. banquet _____ /b/
4. flexible _____ /f/

e. Phoneme deletion

- i. Directions: I am going to say a word and then have you say that word without one of the sounds.

1. For example, the word gauge. Say gauge. Now say it again without the (FIRST) /g/.” (auge)

- ii. Test Items:

1. Say BATTERY, now say it again without /y/ _____ (BATTER)
2. Say ENABLE, now say it again without /en/ _____ (ABLE)
3. Say EON, now say it again without /e/ _____ (ON)
4. Say ABRUPT, now say it again without /ab/ _____ (RUPT)

2. Phonics

a. Letter naming fluency

- i. Directions: I am going to point to a letter. You say the name of the letter out loud when I point to it.

1. For example, if I were to point to the letter “R” you would say the letter “R” out loud.

- ii. Test items:

R	T	q	z	J
N	x	w	V	Y
A	K	s	M	D

b. Nonsense word fluency

- i. I am going to point to a nonsense word. Say what you think it sounds like out loud.

1. For example, If I point to the word “” you would say “” out loud.

- ii. Test items:

- | | | | | | |
|--------|------|-----|-----|------|----------|
| 1. Wix | pif | lat | ot | fot | _____/14 |
| 2. Fip | quip | kip | mus | vat | _____/16 |
| 3. Vap | clat | dap | jap | flak | _____/17 |
| 4. Kas | laz | kaz | zup | jik | _____/15 |

3. Fluency

a. Pick a passage at Shayla’s reading level

i. The Art Museum

1. Mr. Lawn’s class went to a new art museum. This was not like any other museum they ever saw. Everything in the museum was made from trash. In the first hall, the children saw clothes. Phil noticed that some coats were made from old flags. The colors looked pretty. Jane spotted big rain hats made from soda bottles. In the next hall, the children played with toys. Sarah played with a mouse made from boxes. Brooke and Tom raced tin can cars.

Kelly played with a ball that was made from rubber bands. In the last hall, the class saw a tiny town with toothpick houses and red doors. The roads were made from old wood. The stores were made from milk jugs. When the children got back to class, they made art from trash, too. The whole school came to see their fine work.

- a. What was different about the art museum in this story?
- b. What did the children learn at the museum?

4. Vocab

a. Directions: Fill in blank—circle the correct vocab word for this sentence.

1. Tonight we are going to a _____ to honor our new sorority president.
 - a. Ballot
 - b. Foundation
 - c. **Banquet**
 - d. Boycott
2. The young man was on trial because he was _____ of stealing.
 - a. **Accused**
 - b. Committed
 - c. Belief
 - d. Guilded
3. The student has a _____ to lie to her teachers, when she has not done her homework.
 - a. System
 - b. Occasion
 - c. Submission
 - d. **Tendency**

b. Please write down a synonym—word that means the same thing, for the following words.

1. Synonym for: Acquire __WIN, COLLECT, EARN__
2. Synonym for: Casual __BY CHANCE, ACCIDENTAL__
3. Synonym for: Dependent __Vulnerable, RELIANT__

c. Please write down an antonym—word that means the opposite of, the following words.

1. Antonym for: Feud _____CALM, FRIENDSHIP_____
2. Antonym for: Urgent _____EASY, OPTIONAL, LIGHT_____
3. Antonym for: Unique __COMMON, NORMAL, SIMILAR__

5. Comprehension

a. Directions: After reading “Oliver Twist,” answer the following questions.

1. What did Oliver ask for?

- a. Granola
- b. Gravy
- c. **Gruel**
- d. Grapes

2. What is the story mostly about?

3. Based on what is written in the story, why do you think that Oliver asked for some more food? Explain why you think that.

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Directions: "I am going to separate the sounds of a word and after I finish sounding out the word, I want you then to tell me what the word is."

For example, if I say the sounds: /safe/ /ty/ is what word?

SAFETY

1. /ex/ /h/ /a/ /le/

2. /m/ /y/ /th/

3. /vis/ /ib/ /le/

4. /i/ /lle/ /g/ /al/

Directions: I am going to say a word; I want you to tell me all of the sounds that you hear in that word.

For example, if I say the word INFORMAL "I hear the sounds /in/ /f/ /or/ /m/ /al/

1. DELEGATE

2. INFLATE

3. DEVELOP

4. YIELD

Directions: I am going to say some words; I want you to tell me the sound that is the same in all the words.

For example, if I say the words attire, attract, attractive: What sound is the same in all the words? /at/

1. jewelry, journey, lovely _____

2. exclude, exhale, exhaust _____

3. cashier, shuffle, shepherd _____

4. illegal, inaugural, skeptical _____

Directions: I am going to say some words; I want you to tell me the first sound that you hear in the word.

For example, if I say the word tailor– The first sound that I hear in the word is /t/.

1. obey _____
2. tendency _____
3. banquet _____
4. flexible _____

Directions: I am going to say a word and then have you say that word without one of the sounds.

For example, the word gauge. Say gauge. Now say it again without the (FIRST) /g/.” (auge)

2. Say BATTERY, now say it again without /y/
 3. Say ENABLE, now say it again without /en/
 4. Say EON, now say it again without /e/
 5. Say ABRUPT, now say it again without /ab/
-

Directions: I am going to point to a letter. You say the name of the letter out loud when I point to it.

For example, if I were to point to the letter “R” you would say the letter “R” out loud.

R	T	q	z	J
N	x	w	V	Y
A	K	s	M	D

Directions: I am going to point to a nonsense word. Say what you think it sounds like out loud.

For example, If I point to the word “jad” you would say “jad” out loud.

- | | | | | | |
|----|-----|------|-----|-----|------|
| 1. | Wix | pif | lat | ot | fot |
| 2. | Fip | quip | kip | mus | vat |
| 3. | Vap | clat | dap | jap | flak |
| 4. | Kas | laz | kaz | zup | jik |
-

Directions: Please Read

The Art Museum

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 - d. Guilted

3. The student has a _____ to lie to her teachers, when she has not done her homework.
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 - b. Occasion
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Directions: Please write down a synonym—word that means the same thing, for the following words.

1. Synonym for: Acquire _____
2. Synonym for: Casual _____
3. Synonym for: Dependent _____

Directions: Please write down an antonym —word that means the opposite of, the following words.

1. Antonym for: Feud _____
2. Antonym for: Urgent _____
3. Antonym for: Unique _____

Directions: After reading “Oliver Twist,” answer the following questions.

1. What did Oliver ask for?

- e. Granola
- f. Gravy
- g. Gruel
- h. Grapes

2. What is the story mostly about?

3. Based on what is written in the story, why do you think that Oliver asked for some more food?
Explain why you think that.