The Abecedarian Reading Assessment

Letter Knowledge

Phonological Awareness

Phoneme Awareness

Alphabetic Principle

Vocabulary

Decoding

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The Abecedarian Reading Assessment

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a•be•ce•dar•i•an /ā-bē-sē-dar-ē-ən/ n [ME *abecedary*, fr. ML *abecedarium* alphabet, fr. LL, neut. of *abecedarius* of the alphabet, fr. the letters a + b + c + d] (1603) : **1**. one learning the rudiments of something (as the alphabet) **2**. of or relating to the alphabet **3**. alphabetically arranged **4**. RUDIMENTARY

Abecedarian Table of Contents

Abecedarian Overview

Effective reading instruction begins with assessment. Individual children come to class with such diverse literacy backgrounds, it is not safe to assume that they will all learn to read the same way and that they will all benefit equally from classroom lessons. Reading is a skill, and as such, teachers should begin by determining what skills and knowledge each child already has, and the teacher should customize instruction to the individual learning needs of the students (see the section titled "D is for Developmentally Appropriate Instruction" at **www.balancedreading.com**). Just as the piano teacher finds out what a pupil knows about music before beginning instruction, so too should a reading teacher find out what a student knows about reading.

The Abecedarian was designed to provide diagnostic information about early reading skills. Using this assessment information, teachers can maximize their effectiveness by individualizing their instruction to each student's learning needs.

Criteria

The Abecedarian is divided into 6 major subtests. Most of these subtests are further broken into a variety of tasks. The subtests and the tasks were selected and created with the best research information available (see Appendix A). Research has clearly shown the benefits of developing all of the knowledge domains tested by the Abecedarian early. The preponderance of research evidence suggests that children who have phoneme awareness in kindergarten are much more likely to be successful readers in third grade than children who lack phoneme awareness. Similarly, knowing the letters of the alphabet is one of the best predictors of reading success. The same is true of knowledge of the alphabetic principle and word recognition skills. Vocabulary knowledge both predicts and is a result of reading success, as is decoding fluency.

It is recommended that all students be able to pass the Letter Knowledge, Phoneme Awareness, and the Alphabetic Principle subtests by the beginning of the first grade (passing being no more than two errors). By the end of the first grade, students should be able to pass the rest of the subtests. Students who are still struggling with any of these measures in the second grade are at a very high risk for reading failure (See information on the "consequences of reading failure" and the "Matthew Effect" at **www.balancedreading.com**).

Ground Rules

It is probably not necessary to give every part of the Abecedarian to every student - teachers should be strategic. For example, if a student passes the Decoding - Fluency section, it is surely not necessary to give that student the Letter Knowledge or Alphabetic Principle assessments. Similarly, if a student is struggling with the Letter Knowledge assessment, then it is unlikely that student will perform well on the Decoding section. These assessments increase in difficulty (see flowchart), and the teacher should take that

into consideration. The philosophy that underlies the Abecedarian is that assessment is important to inform instruction, but *exessive* assessment is a waste of time. We believe in time on task, and assessments should be given sparingly, and assessments that are given should be as informative as possible.

That said, we do feel it is important that this assessment be given by the classroom teacher. Administering this test first-hand is very informative, and teachers should not miss this opportunity to get to know their student's literacy skills better.

There is one notation you should be familiar with before administering the Abecedarian. In this assessment sometimes speech sounds (phonemes) are described, and where speech sounds are described, slashes are used to indicated that we are referring to a speech sound and not a letter. For example, the sound /k/ represents the letter "k" -- the sound /k/ is the first sound in "cat" and "kite."

The organization of this assessment is somewhat hierarchical, but teachers should use their best judgement to decide what assessments are given to each child and in what order. Ideally every kindergarten child will complete some of the Phoneme Awareness and Phonological Awareness tasks, and every kindergarten and early 1st grade student should take the Letter Knowledge test. The Vocabulary assessments are always appropriate at either kindergarten or first grade, but the Decoding assessments should only be given to children who have a strong foundation in the more basic "pre-reading" skills. By the end of the first grade, however, every teacher should be confident that every one of her students can pass all of these assessments. The research base that was used to inform the creation of the Abecedarian clearly indicates that early mastery of each of the knowledge domains assessed by the Abecedarian is critically important to reading success (see Appendix A).

Each subtest of the assessment starts with an introduction and overview of the subtest, then instruction sheets and student sheets come next, and at the end of each section is a score-sheet. You will need one copy of that score sheet for each child. There is a downloadable version of the score-sheets at ***www.balancedreading.com*** — if you would like one PDF version of just the score sheets (to make it easier to copy), it is free for people who have purchased the Abecedarian.

Flowchart

Individual children learn to read in individual ways. That means that what may be easy for one child may not be so easy for another. It is not accurate to say that developing letter knowledge is "easier" than developing phoneme awareness or knowledge of the alphabetic principle, but it is accurate to say that most children gain letter knowledge earlier than these other knowledge domains. It is also accurate to say that children who can decode individual words fluently *must* have well developed letter knowledge and knowledge of the alphabetic principle and phoneme awareness. Those knowledge domains are prerequisites for fluent decoding skill.

We have attempted to create a flowchart to represent the way these knowledge domains relate to each other, and to give some information about how teachers can be strategic in thier assessment of early literacy skills. Unfortunately , while this flowchart is deceptively simple, children are diabolically complicated. However, this is still a good place to start. Keep in mind that the flowchart does *not* indicate the order that assessments should be given -- it indicates the order that most children develop these skills and knowledge domains.

There are six knowledge domains that can be assessed with the Abecedarian, and the flowchart organizes these domains, top to bottom, from "most advanced" to "most elementary." Further, under most of the six knowledge domains the more basic tasks that can be used when giving the Abecedarian are listed. These tasks, like the flowchart itself, are also ordered from "most advanced" to "most elementary."

Using this flowchart, teachers should be strategic about giving assessment. To a certain extent, it is necessary for the teacher to use his or her discression when determining where to begin testing different children. However, we have some tips that may be useful.

All children should get the vocabulary assessment, and it is probably a good idea to give all three tasks of the vocabulary assessment. Vocabulary development is a life-long process, and all teachers should frequently assess the vocabulary development of their students.

The most advanced children should begin with the decoding tasks -- if a child performs well on the decoding fluency task, there is probably no need for further assessment with the Abecedarian (other than vocabulary). A child who can decode words fluently has moved beyond the basic skills assessed by the Abecedarian and is ready for more advanced reading instruction. If the child does not perform well on the fluency section, then the more elementary Abecedarian subtests should be administered.

Most children in Kindergarten and early first grade should begin with the letter knowledge and phoneme awareness tasks (and vocabulary, of course). With the phoneme awareness assessment, begin with segmentation. If a child passes the segmentation assessment, then *no more* assessment in phoneme awareness **or** phonological awareness is necessary -- move on to the alphabetic principle task. The more basic phoneme awareness and phonological awareness assessments are provided to get more information about children who cannot do the phoneme segmentation task.

Understanding how these knowledge domains relate to each other and build on each other will help a teacher to be as efficient as possible in his or her assessment. Ideally, most children will only need to take a few subtests from the Abecedarian to give a teacher a good understanding of what instruction would best benefit that child.

Flow Chart

More Advanced

Decoding
- Fluency
- Irregular Words
- Regular Words

Vocabulary
- Production
- Antonyms
- Synonyms

Knowledge of the Alphabetic Principle

Phoneme Awareness
- Segmentation
- Last Sounds
- First Sounds

Letter Knowledge

Phonological Awareness
- Identity Production
- Rhyming Production
- Identity Perception
- Rhyming Perception

More Elementary
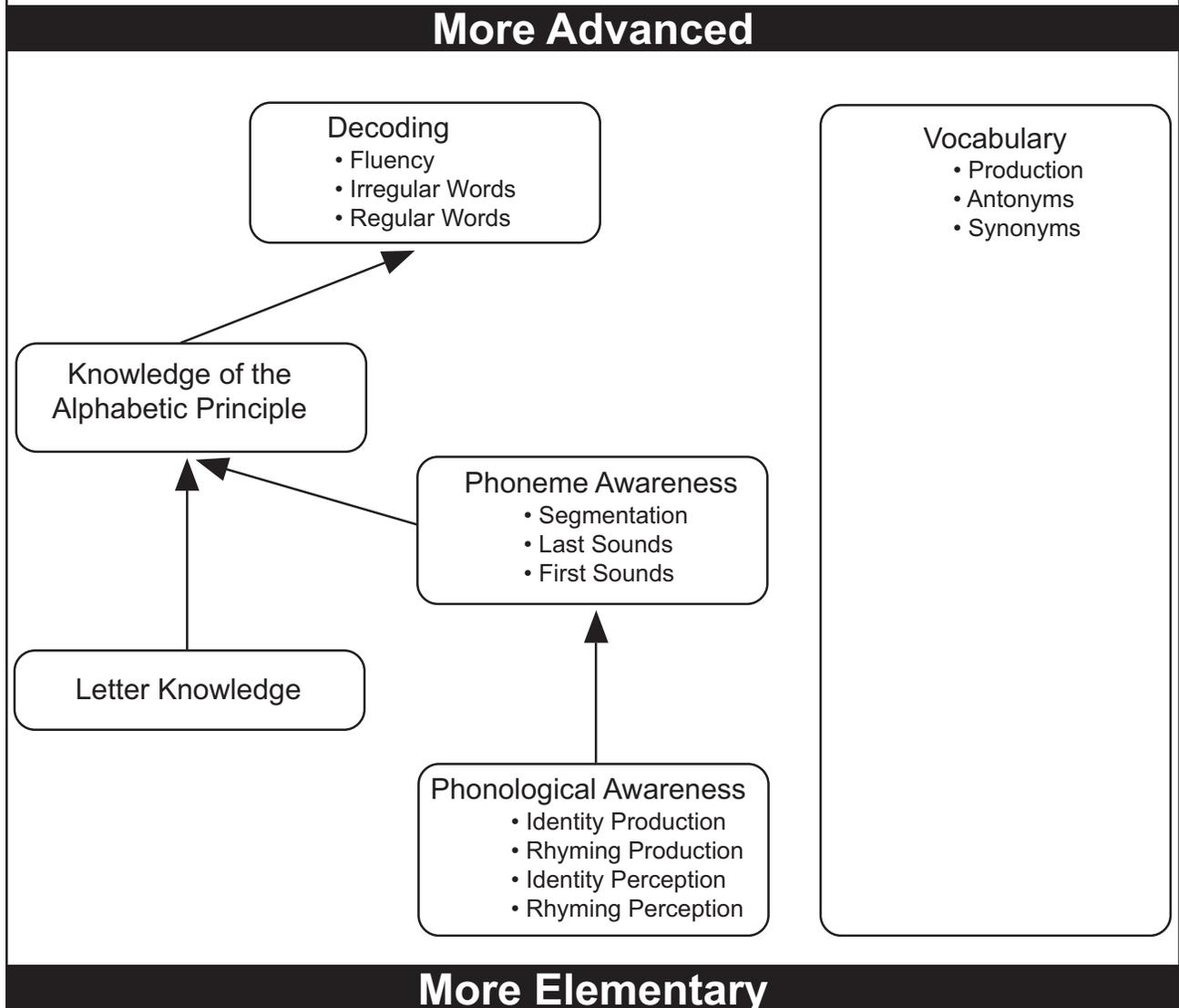
To learn more

There are many other resources available at BalancedReading.com to assist teachers to become more diagnostic and to help teachers to teach children the most important thing they will ever learn. Nothing rivals the importance of teaching children to read, and BalancedReading.com is ready to help all teachers to do their job as effectively as possible. Log in to BalancedReading.com to learn more about assessment, instructional activities, topics related to reading instruction, and research information.

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Letter Knowledge

To be a successful reader, students will need to be familiar and comfortable with the letters of the alphabet; they should be able to identify them without hesitation or confusion. Research has never shown that it is necessary for children to be familiar with the *names* of the letters – children taught with the Montessori method typically learn to identify letters with the sounds that correspond with the letter without any detrimental effects. However, research *has* shown that children learning to read should be able to easily and automatically discriminate the letters from each other (and from numbers and other letter-like symbols).

The ability to quickly identify letters of the alphabet (by whatever means, be it letter name, sound, or a word that begins with the letter) is one of the best predictors of future reading success.

For this subtest, fonts were chosen to test the limits of the child's knowledge of and comfort with the letters of the alphabet. Non-alphabetic characters were added as well to increase the challenge. Children who are truly comfortable with the letters of the alphabet will have no difficulty with the fonts chosen, nor will they be distracted by non-alphabetic characters.

Children should be able to rapidly identify all of the letters on the student sheet without struggling and without hesitation. A total score is not important in this task, but instead, teachers should pay attention to the types of response given, and teachers should look for confusions or hesitations.

Hesitations in this assessment are as important as missed letters – a hesitation shows that the child is not yet fully familiar with the letter, and that more practice is needed. If the child spends more than two seconds trying to identify a letter, then that child is not yet comfortable and familiar with that letter.

Children who are not able to quickly and accurately identify all of the letters of the alphabet (both lower-case and upper-case) may benefit from a letter-sorting activity. Put letter tiles or letter cutouts in a pile and ask the children to sort the letters by some salient feature (e.g. put all of the letters with straight lines in one pile and all the ones with curves in another), then ask them to sort them by another salient feature (e.g. diagonal lines versus lines that go up and down). Then by another and another until students are looking at small sets of two to four letters that have similar, confusing features, but which differ in important ways (e.g. O and Q or b, d, p, and q). When children can see confusing letters side by side, they can focus on the salient features that make those confusing letters distinct.

For more ideas about instructional activities that could be used to help children develop letter knowledge, consult ***www.balancedreading.com***.

M s a U V !

O H q r T B

p x g E n w

F 6 d k Z C

b u J f S 8

A 2 Y a K l

R g e I 5 N

L Q W 4 j m

i y t G v X

? c P D h z

Letter Knowledge - Score Sheet

Student Name_____

Date_____

Have students read the letters from the Student Sheet from left to right, top to bottom. Indicate next to each letter on this score sheet if the child's response is a correct response (C), an incorrect response (I.R.), or if the child hesitates before identifying the letter (H). The child does not need to correctly identify the non-letter characters, but the child should **not** mistake them for letters. Make note at the bottom of the score sheet about the child's preference for identifying each letter with the letter name, the letter sound, or a word that begins with that letter. If a child shows frustration with this task, then tactfully stop the assessment; later, after instruction on letter knowledge, this assessment can be given again.

	C	IR	H		C	IR	H		C	IR	H
M	____	____	____	d	____	____	____	5	____	____	____
s	____	____	____	k	____	____	____	N	____	____	____
a	____	____	____	Z	____	____	____	L	____	____	____
U	____	____	____	C	____	____	____	Q	____	____	____
V	____	____	____	b	____	____	____	W	____	____	____
!	____	____	____	u	____	____	____	4	____	____	____
O	____	____	____	J	____	____	____	j	____	____	____
H	____	____	____	f	____	____	____	m	____	____	____
q	____	____	____	S	____	____	____	i	____	____	____
r	____	____	____	8	____	____	____	y	____	____	____
T	____	____	____	A	____	____	____	t	____	____	____
B	____	____	____	2	____	____	____	G	____	____	____
p	____	____	____	Y	____	____	____	v	____	____	____
x	____	____	____	a	____	____	____	X	____	____	____
g	____	____	____	K	____	____	____	?	____	____	____
E	____	____	____	l	____	____	____	c	____	____	____
n	____	____	____	R	____	____	____	P	____	____	____
w	____	____	____	g	____	____	____	D	____	____	____
F	____	____	____	e	____	____	____	h	____	____	____
6	____	____	____	I	____	____	____	z	____	____	____

Notes:_____

_____

Phonological Awareness

Phonological awareness is defined as an awareness that spoken words are made up of sounds. As mature readers, we are all aware that words are made up of syllables, onsets, rimes, etc. Children, however, are very concrete thinkers, and they tend to be unaware of these abstract characteristics of spoken words. In fact, many young children have trouble separating the word from what the word represents (e.g. ask a child what the longest word he or she knows is, and the child may say something like "snake" or "train").

As children learn to rhyme words and learn to pay attention to the first and last sounds in words, they become more able to think about words as abstract entities, and they begin to explore words in ways that will ultimately lay the foundation for developing letter-sound knowledge.

The Phonological Awareness subtest is made up four tasks: Rhyme Production, Rhyme Perception, Phoneme Identity Production and Phoneme Identity Perception. Again, it is important that the teacher be strategic in the assessment – nothing is to be gained by spending precious class time testing children needlessly. Of these four tasks, most children will only need to be tested with two: Rhyme Production and Phoneme Identity Production. The two production tasks are more difficult, and if a child can do these two tasks, the teacher can rest assured that the child would also be successful with the two perception tasks. On the other hand, if a teacher suspects that a child will have difficulty with these tasks, she may opt to administer the Rhyme Perception and Phoneme Identity Perception subtests first – if a child does not perform well on these two tasks, then there is no need to probe further with the two production tasks.

Only give a child all four tasks if:

- The child performs well on the Rhyme Perception and Phoneme Identity Perception tasks, then the child should be given the the two production tasks.

Or

- The child performs poorly on the Rhyme Production and Phoneme Identity Production tasks, then the easier perception tasks should be given.

And NONE of these tasks is necessary if the child performs well on the Phoneme Awareness Segmentation task or the Decoding Fluency task.

For children having difficulty with the Phonological Awareness tasks, the teacher may wish to practice this skill by having students think of words that share at a phoneme (e.g. have students think of words that have a /k/ in them such as "shark" and "cool" and "ache").

For more ideas about instructional activities that could be used to help children develop phonological awareness, consult ***www.balancedreading.com***.

Phonological Awareness - Rhyming Perception

This test is given orally. Read each word pair out loud to the child and ask the child if those words rhyme. Note the child's response (y / n) on the score card, and indicate whether the child's responses are correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

If the child misses more than half of the first five items or appears to be simply guessing, then tactfully discontinue the task. Later, after you have provided some phonological awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

Instructions:

Do you know what it means when two words rhyme? It means they end with the same sound. For example, CAT rhymes with HAT -- do you hear the sound /at/ at the end of each word? Listen to these other rhyming words: DOLL, FALL, BALL, MALL, CALL, WALL. Do you hear how they all end with /all/? What about SKY and FLEW, do those words rhyme? (Wait for response) No, SKY and FLEW do not rhyme. SKY rhymes with FLY, but it does not rhyme with FLEW. I'm going to ask you about some other words, and I want you to tell me if they rhyme.

Practice Items:

Does MOO rhyme with ZOO?
Does WRAP rhyme with RIP?
Does CAR rhyme with STAR?

List A:

1. Does PILL rhyme with HILL?
2. Does HEAD rhyme with NOSE?
3. Does GAME rhyme with NAME?
4. Does LAKE rhyme with MAKE?
5. Does MOON rhyme with SPOON?
6. Does FEAR rhyme with FAR?
7. Does MOST rhyme with TOAST?
8. Does BIKE rhyme with BAKE?
9. Does GREEN rhyme with GRAIN?
10. Does SNAP rhyme with NAP?

List B:

1. Does LUCK rhyme with TRUCK?
2. Does HAND rhyme with FOOT?
3. Does FINE rhyme with PINE?
4. Does HOSE rhyme with NOSE?
5. Does SAME rhyme with GAME?
6. Does SNAKE rhyme with SNACK?
7. Does WEST rhyme with TEST?
8. Does LAKE rhyme with LIKE?
9. Does SMOKE rhyme with SHOOK?
10. Does BEND rhyme with END?

Phonological Awareness - Identity Perception

Phonological Awareness

This test is given orally. As you say the words in this task out loud to the child, try to speak clearly but naturally. Do not over-emphasize any part of the word. Each item can be repeated once if necessary.

Make a note of the child's responses on the score sheet – mark whether the child says "yes" or "no" to each question, and indicate whether the responses were correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

If the child appears to be guessing (or if the child responds "yes" to every item or "no" to every item), then tactfully discontinue the task. Later, after you have provided some phoneme awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

Instructions:

Words have sounds in them -- do you hear the sound /k/ in the word KING? Listen -- K-K-KING. And how about the sound /oo/ in COOL. Listen -- COOOOOOL. You say it just like that. (Wait for response) Can you hear the sound /oo/ in COOL when you say it?" How about TOOK -- do you hear the sound /sh/ in TOOK? (Wait for response) There is no /sh/ sound in TOOK -- there is a /sh/ sound in SHOOK, but not in TOOK.

I'm going to say some other words, and I want you to listen for the sounds I tell you.

Practice Items:

Do you hear /v/ in VAN?
Do you hear /aw/ in THAW?
Do you hear /h/ in GONE?

List A:

1. Do you hear /s/ in SAND?
2. Do you hear /m/ in GUM?
3. Do you hear /s/ in CARD?
4. Do you hear /oo/ in GLUE?
5. Do you hear /sh/ in SMELL?
6. Do you hear /ee/ in PEEK?
7. Do you hear /m/ in RAIN?
8. Do you hear /k/ in DAY?
9. Do you hear /z/ in MAZE?
10. Do you hear /p/ in SPOON?

List B:

1. Do you hear /s/ in SIT?
2. Do you hear /m/ in HAM?
3. Do you hear /s/ in BEARD?
4. Do you hear /oo/ in FLEW?
5. Do you hear /sh/ in PASS?
6. Do you hear /ee/ in GREEN?
7. Do you hear /m/ in TRAIN?
8. Do you hear /k/ in GROW?
9. Do you hear /z/ in WISE?
10. Do you hear /p/ in SPILL?

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Phonological Awareness - Rhyming Production

Children should be able to generate at least two rhyming words to each of the items in this test without much difficulty. At the very least, they should be able to make up a nonsense word that rhymes (e.g. if you ask the child to think of a word that rhymes with HOME, the child might say VOME).

This test is given orally. Ask the child to come up with at least two rhyming words for each of the words below. Make a note of the child's response on the score sheet – write the words the child generates, and indicate if the response was correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

If the child misses more than half of the first five items, then tactfully discontinue the task and proceed to an easier phonological awareness task. Later, after you have provided some phono-logical awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

Instructions:

Let's think of some words that rhyme with LOW – there's SHOW and MOW and SEW and DOUGH. Can you think of more? (Wait for response)

Now let's think of some words that rhyme with PILL. There's FILL and WILL and HILL and STILL. Can you think of more? (Wait for response)

Now I want you to come up with at least two words that rhyme with each of these words.

Practice Items:

SHAKE   CASE   SOAP

List A:	List B:
1. HALL	1. NOW
2. MAKE	2. LATE
3. DEAR	3. WELL
4. HAIR	4. HAY
5. RING	5. LIGHT
6. SACK	6. CAR
7. COOK	7. ZONE
8. FLOAT	8. GOOD
9. STREET	9. DRAPE
10. SHOUT	10. SONG

Phonological Awareness -
Identity Production

This test is given orally. As you say the words in this task out loud to the child, try to speak clearly but naturally. Do not over emphasize any part of the word. Each item can be repeated once if necessary.

Make a note of the child's responses on the score sheet – write the words the child says, and indicate if the responses were correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

If the child misses two of the first three items, then tactfully discontinue the task and proceed to an easier phoneme awareness task. Later, after you have provided some phoneme awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 4 out of 5 correct.

Instructions:

Words have sounds in them -- sometimes different words share a sound. For example, listen to these two words: MAN and MUD. Do you hear the sound /m/ in both of those words? MMMMAN and MMMMUD. They both begin with the sound /m/. Other words have the sound /m/ in them, too. HAM ends with the sound /m/. Listen -- HAMMM. And CAMEL has the sound /m/ in it -- CAMMMEL.

Other words share other sounds. SHEEP and SHIN share the /sh/ sound, and so do CASH and FISH, and so do WASHING and ASHAMED.

Practice Items:

Tell me three words that have the sound /o/ in them, as in LOW, OPEN, and SOAP.
Tell me three words that have the sound /f/ in them, as in FIRE, FALL, and LAUGH.
Tell me three words that have the sound /s/ in them, as in SAND, SAIL and GRASS

List A:

1. Tell me three words that have the sound /t/ in them, as in TAIL, LATE, and TEA.
2. Tell me three words that have the sound /k/ in them, as in QUICK, LAKE, and CORN.
3. Tell me three words that have the sound /f/ in them, as in FARM, LEAF, and AFRAID.
4. Tell me three words that have the sound /l/ in them, as in LEAP, HILL, and GLOW.
5. Tell me three words that have the sound /p/ in them, as in PLUS, HELP, and APPLE.

List B:

1. Tell me three words that have the sound /t/ in them, as in TALK, ATE, and TIP.
2. Tell me three words that have the sound /k/ in them, as in KITE, QUEEN, and BIKE.
3. Tell me three words that have the sound /f/ in them, as in FOUR, HALF, and AFTER.
4. Tell me three words that have the sound /l/ in them, as in LIGHT, CLAY, and SHELL.
5. Tell me three words that have the sound /p/ in them, as in PLATE, SPRAY, and GULP.

Phonological Awareness - Score Sheet A

Student Name_____

Date_____

Rhyming Perception

List A:	Y / N		List B:	Y / N
1. PILL / HILL	_____		1. LUCK / TRUCK	_____
2. HEAD / NOSE	_____		2. HAND / FOOT	_____
3. GAME / NAME	_____		3. FINE / PINE	_____
4. LAKE/ MAKE	_____		4. HOSE/NOSE	_____
5. MOON / SPOON	_____		5. SAME / GAME	_____
6. FEAR / FAR	_____		6. SNAKE / SNACK	_____
7. MOST / TOAST	_____		7. WEST / TEST	_____
8. BIKE / BAKE	_____		8. LAKE / LIKE	_____
9. GREEN / GRAIN	_____		9. SMOKE / SHOOK	_____
10. SNAP / NAP	_____		10. BEND / END	_____

Total:_____   Total:_____

Phoneme Identity - Perception

List A:	Y / N		List B:	Y / N
1. Do you hear /s/ in SAND?	_____		1. Do you hear /s/ in SIT?	_____
2. Do you hear /m/ in GUM?	_____		2. Do you hear /m/ in HAM?	_____
3. Do you hear /s/ in CARD?	_____		3. Do you hear /s/ in BEARD?	_____
4. Do you hear /oo/ in GLUE?	_____		4. Do you hear /oo/ in FLEW?	_____
5. Do you hear /sh/ in SMELL?	_____		5. Do you hear /sh/ in PASS?	_____
6. Do you hear /ee/ in PEEK?	_____		6. Do you hear /ee/ in GREEN?	_____
7. Do you hear /m/ in RAIN?	_____		7. Do you hear /m/ in TRAIN?	_____
8. Do you hear /k/ in DAY?	_____		8. Do you hear /k/ in GROW?	_____
9. Do you hear /z/ in MAZE?	_____		9. Do you hear /z/ in WISE?	_____
10. Do you hear /p/ in SPOON?	_____		10. Do you hear /p/ in SPILL?	_____

Total:_____   Total:_____

Phonological Awareness - Score Sheet B

Student Name_____

Date_____

Rhyming Production

List A:

1. HALL   _____ _____
2. MAKE   _____ _____
3. DEAR   _____ _____
4. HAIR   _____ _____
5. RING   _____ _____
6. SACK   _____ _____
7. COOK   _____ _____
8. FLOAT   _____ _____
9. STREET   _____ _____
10. SHOUT   _____ _____

Total:_____

List B:

1. NOW   _____ _____
2. LATE   _____ _____
3. WELL   _____ _____
4. HAY   _____ _____
5. LIGHT   _____ _____
6. CAR   _____ _____
7. ZONE   _____ _____
8. GOOD   _____ _____
9. DRAPE   _____ _____
10. SONG   _____ _____

Total:_____

Phoneme Identity - Production

List A:

1. Words that have the sound /t/ in themas in TAIL, LATE, and TEAR.   _____ _____ _____
2. Words that have the sound /k/ in them as in QUICK, LAKE, and CORN.   _____ _____ _____
3. Words that have the sound /f/ in them as in FARM, LEAF, and AFRAID.   _____ _____ _____
4. Words that have the sound /l/ in them as in LEAP, HILL, and GLOW.   _____ _____ _____
5. Words that have the sound /p/ in them as in PLUS, HELP, and APPLE.   _____ _____ _____

Total:_____

List B:

1. Words that have the sound /t/ in them as in TALK, ATE, and TIP.   _____ _____ _____
2. Words that have the sound /k/ in them as in KITE, QUEEN, and BIKE.   _____ _____ _____
3. Words that have the sound /f/ in them as in FOUR, HALF, and AFTER.   _____ _____ _____
4. Words that have the sound /l/ in them as in LIGHT, CLAY, and SHELL.   _____ _____ _____
5. Words that have the sound /p/ in them as in PLATE, SPRAY, and GULP.   _____ _____ _____

Total:_____

Phoneme Awareness

Phoneme awareness is a sub-category under phonological awareness. *Phonological* awareness refers to a general awareness that spoken words are made up of sounds, but *phoneme* awareness refers to the specific awareness that the basic building blocks of words are phonemes. Research has shown that phoneme awareness is the single best predictor of future reading success, and research has also shown that children who are explicitly taught to be aware of the phonemes in spoken words are more likely to become successful readers.

The Phoneme Awareness subtest consists of a pre-test and three tasks. The pre-test is just to make sure that the child understands the concepts of first and last. It does not make sense to ask children what the last sound in a word is if they child does not understand what "last sound" means.

If children pass the pre-test, then there are three tasks available for assessing phoneme awareness: First Sounds, Last Sounds, and Segmentation. Not all of these tasks need to be given to any one student – remember, the philosophy of the Abecedarian is to test enough to find out what you need to know, but not so much that you waste valuable class time.

The three tasks grow in difficulty from First Sounds to Last Sounds to Segmentation. Children who perform well on the Segmentation task do not need to take the other two tasks. Children who do not perform well on the First Sounds task will not perform well on the other two tasks. Teachers should use their discretion to determine which task is an appropriate starting point for each child, but when in doubt, start with Final Sounds. If children can do this, move up to Segmentation. If children can not do Final Sounds, then scale back to First Sounds.

For children having difficulty with these tasks, the teacher may want to teach them some word games, such as "I spy with my little eye." In this case, instead of using the first letter of a word, use the first sound, as in, "I spy with my little eye, something that begins with the sound /k/." Once beginning sounds are mastered, move on to ending sounds.

For more ideas about instructional activities that could be used to help children develop phoneme awareness, consult **www.balancedreading.com**. Also, Marilyn Jager Adams, along with Barbara Foorman, Ingvar Lundberg, and Terri Beeler have written a very useful curriculum for teaching phoneme awareness. Check out **Phonemic Awareness in Young Children**.

Concepts of first and last

For the next few tasks, students will need to be able to identify the first and last sounds in words. Before giving these assessments, do these two tasks to be sure that the students understand what the words "first" and "last" mean.

Task 1

Ask each student to point to the first car and the last car in the picture below (note: some children may not want to call the engine the first car).
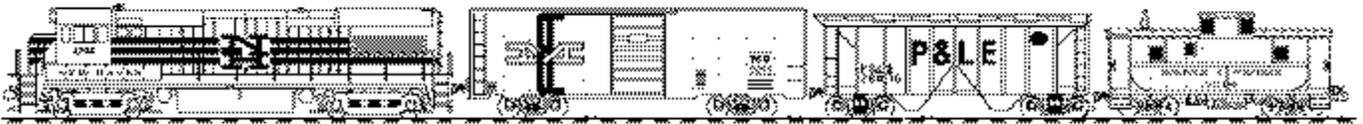
Task 2

It is also important to determine whether children understand what the terms "first" and "last" mean when it comes to hearing sounds in sequence. To determine this, get three items that make clear and distinct noises (e.g. a bell, a whistle, and a drum). Have students close their eyes while you make the three noises, one after another. Ask children to identify the first and last sounds they heard.

If children have difficulty with either of these tasks, spend some time teaching them the concepts of first and last before continuing with the Phoneme Awareness subtest. Check out *www.balancedreading.com* for ideas about instruction activities to help children understand the concepts of "first" and "last." The computer program, "Leap into Phonics" also has some good activities to help children understand sequencing sounds.

Phoneme Awareness - First Sounds

This test is given orally – ask students to repeat the first sound (phoneme) they hear in each of the words below. In the first few examples, emphasize the first sound as you say the word, but when you get to the test items, avoid emphasizing any of the sounds – just say the word naturally. You can repeat an item once if necessary.

Make a note of the child's response on the score sheet – write the sound the child actually made, and indicate if the response was correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

NOTE: Often children will give the first letter of the word rather than the first sound. This is actually a more sophisticated response than what the instructions call for, so it should be counted as a correct response.

If the child misses more than half of the first five items, then tactfully discontinue the task and proceed to an easier phonological awareness task. Later, after you have provided some phonological awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

Instructions:

Listen to me say the word MOON. The first sound I make when I say the word MOON is /m/ — listen to me say it again – MMMMOON. Now you say it. (Wait for response) Do you hear the /m/ sound at the beginning of the word MOON?

Now listen to me say the word RAIN – RRRRAIN. The first sound in the word RAIN is /r/. Say it with me – RAINNNN. What about APPLE? Can you tell me the first sound in APPLE? (Wait for response) The first sound in APPLE is /a/.

Now listen to me say some other words and tell me what the first sound you hear in each word is.

Practice Items:

EASY   NUT   CANE

List A:	List B:
1. SAIL	1. SOUP
2. FULL	2. FAN
3. MAN	3. MILK
4. ROOM	4. RAIN
5. UP	5. OF
6. APE	6. AIM
7. IN	7. IF
8. TOE	8. TAP
9. PILL	9. PUSH
10. HOP	10. HEAR

Phoneme Awareness -
Last Sounds

This test is given orally – ask students to repeat the last sound (phoneme) they hear in each of the words below. In the first few examples, emphasize the last sound as you say the word, but when you get to the test items, avoid emphasizing any of the sounds – just say the word naturally. You can repeat an item once if necessary.

Record the child's responses on the score sheet – write the sound the child actually made, and indicate if each response was correct or incorrect by circling incorrect responses. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items. Some children will give the last letter rather than the last sound -- that should be counted as a correct response.

If the child misses more than half of the first five items, then tactfully discontinue the task and proceed to an easier phonological awareness task (such as rhyming or phoneme identity). Later, after you have provided some phoneme awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

If the child is successful at this task, then there is no need to do the phonological awareness subtest at all – proceed to the phoneme segmentation section.

Instructions:

Listen to me say the word PASS. The last sound I make when I say the word PASS is /s/ — listen to me say it again – PASSSSS. Now you say it. (Wait for response) Do you hear the /s/ sound at the end of the word PASS?

Now listen to me say the word RAIN – RAINNNN. The last sound in the word RAIN is /n/. Say it with me – RAINNNN. What about SEW? Can you tell me the last sound in SEW? (Wait for response) The last sound in SEW is /o/.

Now listen to me say some other words and tell me what the last sound you hear in each word is.

Practice Items:

MESS   GOAT   PILL

List A:

1. RASH
2. ICE
3. LOVE
4. LAUGH
5. ALL
6. CAKE
7. CAT
8. TREE
9. GO
10. DO

List B:

1. FISH
2. KISS
3. DOVE
4. HALF
5. FALL
6. BACK
7. FAT
8. FREE
9. SO
10. ZOO

Phoneme Awareness -
Phoneme Segmentation

This test is given orally. As you say the words in this task out loud to the child, try to speak clearly but naturally. Do not over emphasize any part of the word. Each item can be repeated twice if necessary.

Say each word out loud to the child, and have the child respond by repeating the word with a **clear pause** between each phoneme. So, if the teacher says TOE, the child should respond /t/ (**clear pause**) /o/. Some children will simply echo the word or say it slowly without a clear pause between phonemes -- this should not be counted as a correct response.

Make a note of the child's response on the score sheet – write the sounds the child actually made, and indicate if the response was correct or incorrect by circling incorrect responses. Do not count the item correct if you do not hear a *clear pause* between each phoneme. You may provide coaching or feedback for the practice items, but do not provide any feedback for the actual test items.

If the child misses more than half of the first five items, then tactfully discontinue the task and proceed to an easier phoneme awareness task. Later, after you have provided some phoneme awareness instruction, you may wish to retest the child; there are two equivalent lists provided in case a child needs to be retested. To pass this assessment, the child should get 8 out of 10 correct.

If the child is successful at this task, then no other phoneme awareness assessment is necessary – proceed to the alphabetic principle section.

Instructions:

I'm going to say some words, and I want you to repeat them, but I want you to say them very slowly, and take a breath between each sound you make. For example, when I say LICK, I want you to say /l/ (pause) /i/ (pause) /k/. Okay? Now let's do one together -- HAT (speaking with the child) /h/ (pause) /a/ (pause) /t/. Got it? Let's do some more.

Practice Items:

MOO   /m/ (pause) /oo/
TALK   /t/ (pause) /ah/ (pause) /k/
RIP   /r/ (pause) /i/ (pause) /p/

List A:

1. IT
2. MOW
3. OAK
4. RAT
5. CUP
6. LIP
7. FAT
8. TOSS
9. FOOT
10. SHOT

List B:

1. EAT
2. LOW
3. ASH
4. RIP
5. CUT
6. LOOSE
7. SHOP
8. NOTE
9. SACK
10. LOCK

Phoneme Awareness - Score Sheet

Student Name_____

Date_____

Segmentation

List A:

1. IT _____
2. MOW _____
3. OAK _____
4. RAT _____
5. CUP _____
6. LIP _____
7. FAT _____
8. TOSS _____
9. FOOT _____
10. SHOT _____

Total: _____

List B:

1. EAT _____
2. LOW _____
3. ASH _____
4. RIP _____
5. CUT _____
6. LOOSE _____
7. SHOP _____
8. NOTE _____
9. SACK _____
10. LOCK _____

Total: _____

Last Sounds

List A:

1. RASH _____
2. ICE _____
3. LOVE _____
4. LAUGH _____
5. ALL _____
6. CAKE _____
7. CAT _____
8. TREE _____
9. GO _____
10. DO _____

Total: _____

List B:

1. FISH _____
2. KISS _____
3. DOVE _____
4. HALF _____
5. FALL _____
6. BACK _____
7. FAT _____
8. FREE _____
9. SO _____
10. ZOO _____

Total: _____

First Sounds

List A:

1. SAIL _____
2. FULL _____
3. MAN _____
4. ROOM _____
5. UP _____
6. APE _____
7. IN _____
8. TOE _____
9. PILL _____
10. HOP _____

Total: _____

List B:

1. SOUP _____
2. FAN _____
3. MILK _____
4. RAIN _____
5. OF _____
6. AIM _____
7. IF _____
8. TAP _____
9. PUSH _____
10. HEAR _____

Total: _____

Alphabetic Principle

It is important that children have phoneme awareness, and it is important that children be familiar with the letters of the alphabet. Research has shown that both of these things are essential to developing good reading skills. However, it is also important that children be aware that letters in text represent the phonemes in speech – that is the alphabetic principle, and it is the cornerstone on which all reading skill is built.

Sometimes children can have phoneme awareness and letter knowledge, but still fail to see how they are related to each other. Children who do not understand the alphabetic principle do not understand what a "long" word is, nor do they understand that mature readers do not memorize words as wholes. Children's natural tendency is to memorize the shape of words, or memorize some salient feature within words, but when they develop an implicit understanding of the alphabetic principle, they realize that to be a mature reader, they have to learn how to break words apart and sound them out.

The task for the Alphabetic Principle subtest is relatively easy – the child looks at two words; one is long and the other short. The teacher says one of the words out loud, and the child points to the word the teacher said. It is important to note that a child can do this task without actually *reading* the word. The child only needs to be able to decide which word is longer or shorter to be successful at this task.

Children who have difficulty with this task may benefit from a "reverse dictation" task – the teacher sits with the child and asks the child to dictate something for the teacher to write (one twist is to have the child make up nonsense words for the teacher to write). The teacher will slowly model the writing process, asking the child to repeat the words slowly so that each sound can be written down accurately. Then the teacher models sounding the word out to recreate the spoken words. The child's attention should be drawn to long words and short words, and the lesson should emphasize the fact that words that take a long time to say are written down as long words on the page.

For more ideas about instructional activities that could be used to help children develop an understanding of the alphabetic principle, consult ***www.balancedreading.com***.

Alphabetic
Principle

Alphabetic Principle - Student Sheet

Examples:

cowboy	cow
pal	palace
pill	pillow

Practice Items:

hotdog	hot
mow	motorcycle
act	actress

List A:

sandbox	sand
walkway	walk
after	afternoon
night	nightlight
animal	an
library	lie
kitten	kit
win	window
actress	act
axe	accident

List B:

bird	birdbath
book	bookworm
ladybug	lady
heatwave	heat
news	newspaper
daylight	day
try	tricycle
picture	pick
teacher	tea
pack	package

Alphabetic Principle - Score Sheet

Student Name_____

Date_____

This test will require a piece of paper with a window cut out that allows the teacher to cover all but one of the word pairs on the Alphabetic Principle - Student Sheet on page 22. If the child becomes frustrated with the task or appears to be guessing, tactfully discontinue the assessment. It is appropriate to retest the child later, after some instruction in the alphabetic principle; there are two versions of this assessment in case a child needs to be tested twice. Mark the child's responses on this score sheet, and indicate incorrect responses by circling them. To pass this task, the child should get 8 out of 10 correct.

Instructions:

I'm going to show you some words, and I want you to help me figure out which word is which. Take a look at these two words (cover all but the first two words in the example). One of these words is COW and the other is COWBOY. Can you tell me which word is COW and which word is COWBOY? (Wait for response) See, this word is COW (point to the word) because it is short -- this word is COWBOY because it is longer. What about thse two words? (Highlight the next two words in the example) One of these words is PAL and the other is PALACE -- can you tell me which is which? (Wait for response.) See, this word is PALACE because it is longer than PAL. (Point to the words as you say each word distinctly.) How about these two? (Highlight the next in the example) One of them is PILL and the other is PILLOW. Can you tell me which one is PILLOW?

Practice Items:

One of these words is HOT and the other is HOTDOG -- Which one is HOT?
One of these words is MOW and the other is MOTORCYCLE -- Which one is MOTORCYCLE?
One of these words is ACT and the other is ACTRESS -- Which one is ACTRESS?

List A: List A Total:_____

1. One of these words is SAND and the other is SANDBOX -- Which one is SAND?   _____
2. One of these words is WALK and the other is WALKWAY -- Which one is WALKWAY?   _____
3. One of these words is AFTER and the other is AFTERNOON -- Which one is AFTERNOON? _____
4. One of these words is NIGHT and the other is NIGHTLIGHT -- Which one is NIGHT?   _____
5. One of these words is AN and the other is ANIMAL -- Which one is AN?   _____
6. One of these words is LIE and the other is LIBRARY -- Which one is LIBRARY?   _____
7. One of these words is KIT and the other is KITTEN -- Which one is KITTEN?   _____
8. One of these words is WIN and the other is WINDOW -- Which one is WIN?   _____
9. One of these words is ACT and the other is ACTRESS -- Which one is ACT?   _____
10. One of these words is AXE and the other is ACCIDENT -- Which one is ACCIDENT?   _____

List B: List B Total:_____

1. One of these words is BIRD and the other is BIRDBATH -- Which one is BIRDBATH?   _____
2. One of these words is BOOK and the other is BOOKWORM -- Which one is BOOK?   _____
3. One of these words is LADY and the other is LADYBUG -- Which one is LADY?   _____
4. One of these words is HEAT and the other is HEATWAVE -- Which one is HEATWAVE?   _____
5. One of these words is NEWS and the other is NEWSPAPER -- Which one is NEWS?   _____
6. One of these words is DAY and the other is DAYLIGHT -- Which one is DAY?   _____
7. One of these words is TRY and the other is TRICYCLE -- Which one is TRICYCLE?   _____
8. One of these words is PICK and the other is PICTURE -- Which one is PICTURE?   _____
9. One of these words is TEA and the other is TEACHER -- Which one is TEA?   _____
10. One of these words is PACK and the other is PACKAGE -- Which one is PACKAGE?   _____

Alphabetic Principle

Vocabulary

An excellent predictor of reading success is the child's speaking vocabulary – all things being equal, children who come to school with a large speaking vocabulary are much more likely to be successful readers than children who come with a diminished speaking vocabulary. However, an enhanced vocabulary is not just a cause of reading success, it is also a consequence of reading success. As we read, we learn new words, and for literate adults, more than half of their vocabulary come from experiences with text. So vocabulary is both a predictor of reading success and it is an indicator of how much somebody reads.

The words chosen for this assessment, however, are basic words that should be in the speaking vocabulary of pre-readers. The words were selected from two databases[1] that list words according to how often they come up in speech or text (called the Word Frequency) and according to how early in life most people learn the words (called the Age of Acquisition).

There are three tasks in the Vocabulary subtest: Production, Antonyms, and Synonyms. It is recommended that *all three* be given to each child because they do not increase in difficulty, and because this subtest can reveal so much about a child's background knowledge and linguistic experiences.

Children who do not perform well on this task are coming from impoverished linguistic environments and have limited linguistic experiences (or, they may be learning English as a second language). It is therefore up to the teacher to make sure those children's linguistic environments are improved, particularly in the classroom. Every opportunity should be taken to encourage those children to take an active role in dialog and conversation.

For suggestions about instructional activities that could be used to help children develop richer vocabularies, consult ***www.balancedreading.com***.

Vocabulary

1. Kucera, H. & Francis, W.N. (1967). *Computational analysis of present day American English.*
   Providence, RI: Brown University Press

   Gilhooly, K. & Logie, R. (1980). Age-of-acquisition, imagery, concreteness, familiarity, and ambiguity measures for 1,944 words. Behavior Research Methods & Instrumentation. Vol 12(4) 395-427.

Vocabulary - Production

This assessment is not as objective as the others but it can still be quite informative. For this task, you will need to make a judgement about the child's responses. If it is not clear and obvious that the child knows the meaning of a word, ask the child to explain further; if that does not clear up the ambiguity, then count that item as wrong and move on. For all items, indicate on the score sheet if the child clearly knew or clearly did not know the meanings of the words.

This test should be given orally -- items may be repeated once if necessary. Tactfully discontinue administration of the assessment if the child appears to be frustrated with the task. There are two equivalent versions in case a child needs to be tested twice. To pass this task, the child should get 8 out of 10 correct.

You may give coaching and feedback on the practice items, but do not give any feedback on the actual test items.

Instructions:

Tell the student you would like to talk about word meanings. Ask the student to tell you what the word ALONE means. Discuss the meaning of the word with the child. Ask the child to use the word in a sentence.

Continue with these practice items:

HILL
COUSIN
BUS

List A:

1. SOUP
2. BATH
3. WHISTLE
4. BUBBLE
5. ROAR
6. CHOP
7. WIGGLE
8. BLUSH
9. FROST
10. BEAST

List B:

1. CRAB
2. HIKE
3. UNCLE
4. WITCH
5. WINTER
6. SPOIL
7. BRIDGE
8. DIVE
9. SURPRISE
10. POISON

Vocabulary

Vocabulary - Antonyms

This test should be given orally -- items may be repeated once if necessary. Tactfully discontinue administration of the assessment if the child appears to be frustrated with the task. There are two equivalent versions in case a child needs to be tested twice. Record on the score sheet which word the child chose, and indicate incorrect responses by circling them. To pass this task, the child should get 8 out of 10 correct.

You may give coaching and feedback on the practice items, but do not give any feedback on the actual test items.

Instructions:

Some words have opposites -- like the opposite of HOT is COLD and the opposite of DAY is NIGHT. What's the opposite of FAST? (Wait for response) SLOW is the opposite of FAST.

So which of these words is the opposite of THIN -- WEAK, FAT or TALL? (Wait for response) The answer is FAT -- the opposite of THIN is FAT.

Practice Items:

What is the opposite of PUSH?	SHOVE	PULL	TRACK
What is the opposite of ROUGH?	SMOOTH	HOUSE	TOUGH
What is the opposite of CHILD?	KID	BABY	ADULT

List A:

1. What is the opposite of YELL?	HURT	WHISPER	SHOUT
2. What is the opposite of TRUTH?	TELL	LIE	BEAR
3. What is the opposite of SOUR?	TART	GRAPE	SWEET
4. What is the opposite of QUIET?	STORY	LOUD	DRAW
5. What is the opposite of CIRCLE?	SQUARE	ROUND	RING
6. What is the opposite of COLD?	BREEZE	WINTER	HOT
7. What is the opposite of FOLLOW?	FIND	PUSH	LEAD
8. What is the opposite of LIFT?	LEVER	DROP	PUSH
9. What is the opposite of SMALL?	BIG	TINY	SMART
10. What is the opposite of MEAN?	BULLY	MIDDLE	NICE

List B:

1. What is the opposite of HARD?	SHOVE	SOFT	ROCK
2. What is the opposite of HAIRY?	HEAD	DOG	BALD
3. What is the opposite of OLD?	WISE	YOUNG	HAT
4. What is the opposite of EMPTY?	CUP	FULL	LINE
5. What is the opposite of FIRST?	BEGIN	START	LAST
6. What is the opposite of ASLEEP?	AWAKE	TIRED	BED
7. What is the opposite of FUNNY?	CLASS	SAD	LAUGH
8. What is the opposite of FLOAT?	SINK	DRAIN	FILL
9. What is the opposite of ASLEEP?	DOZE	TIRED	AWAKE
10. What is the opposite of LOSE?	HIDE	FIND	COVER

Vocabulary - Synonyms

This test should be given orally -- items may be repeated once if necessary. Tactfully discontinue administration of the assessment if the child appears to be frustrated with the task. There are two equivalent versions in case a child needs to be tested twice. Record on the score sheet which word the child chose, and indicate incorrect responses by circling them. To pass this task, the child should get 8 out of 10 correct. You may give coaching and feedback on the practice items, but do not give any feedback on the actual test items.

Instructions:

Sometimes two different words can mean the same thing. Like, for example, I could say that you're smart, or I could say you're clever or intelligent or bright. Those words mean the same thing. There are lots of words that have the same meaning -- you could say you're sad or unhappy -- they mean the same thing.

Listen to these words and tell me which word means the same thing as CHILLY -- SNOW, WINTER or COLD. (Wait for response). COLD is the right answer -- CHILLY and COLD mean the same thing. Let's do another one. Which of these words means the same thing as INSECT -- SNAKE, BUG or FISH? (Wait for response) BUG is the right answer -- BUG and INSECT mean the same thing.

Practice Items:

Which word means the same as TALK:	SPEAK	SOUP	GROW
Which word means the same as SMELLY:	NOSEY	STINKY	LOUD
Which word means the same as KICK:	PASS	FOOT	PUNT

List A:

1. Which word means the same as HORSE?	PUPPY	PONY	COW
2. Which word means the same as AIRPLANE?	TRAIN	JET	ROCKET
3. Which word means the same as TOSS?	THROW	HIT	CATCH
4. Which word means the same as TOUCH?	HURT	SAD	FEEL
5. Which word means the same as RIP?	TEAR	PULL	BRING
6. Which word means the same as COOK?	BAKE	BOOK	OVEN
7. Which word means the same as HEAR?	LISTEN	WATCH	LOOK
8. Which word means the same as GIFT?	DEAR	PRESENT	WRAP
9. Which word means the same as STREET?	CURB	HILL	ROAD
10. Which word means the same as BOAT?	SHIP	LAKE	SAIL

List B:

1. Which word means the same as CAT?	KITTY	HORSE	DOG
2. Which word means the same as BITE?	PUSH	CHOMP	TEETH
3. Which word means the same as RUG?	CARPET	FLOOR	TILE
4. Which word means the same as HUSH?	QUIET	PUSH	SWITCH
5. Which word means the same as QUILT?	BED	FLOOR	BLANKET
6. Which word means the same as BEGIN?	STOP	QUIT	START
7. Which word means the same as BREEZE?	RAIN	WIND	AIR
8. Which word means the same as OCEAN?	BOAT	FISH	SEA
9. Which word means the same as ROCK?	STONE	CREEK	RIVER
10. Which word means the same as LITTLE?	SMALL	TALL	MOUSE

Vocabulary

Vocabulary - Score Sheet

Student Name_____

Date_____

Production

Total:_____

Total:_____

List A:

1. SOUP _____
2. BATH _____
3. WHISTLE _____
4. BUBBLE _____
5. ROAR _____
6. CHOP _____
7. WIGGLE _____
8. BLUSH _____
9. FROST _____
10. BEAST _____

List B:

1. CRAB _____
2. HIKE _____
3. UNCLE _____
4. WITCH _____
5. WINTER _____
6. SPOIL _____
7. BRIDGE _____
8. DIVE _____
9. SURPRISE _____
10. POISON _____

Antonyms

Total:_____

Total:_____

List A:

1. Opposite of YELL? (WHISPER) _____ _____
2. Opposite of TRUTH? (LIE) _____ _____
3. Opposite of SOUR? (SWEET) _____ _____
4. Opposite of QUIET? (LOUD) _____ _____
5. Opposite of CIRCLE? (SQUARE) _____ _____
6. Opposite of COLD? (HOT) _____ _____
7. Opposite of FOLLOW? (LEAD) _____ _____
8. Opposite of LIFT? (DROP) _____ _____
9. Opposite of SMALL? (BIG) _____ _____
10. Opposite of MEAN? (NICE) _____ _____

List B:

1. Opposite of HARD (SOFT) _____ _____
2. Opposite of HAIRY (BALD) _____ _____
3. Opposite of OLD (YOUNG) _____ _____
4. Opposite of EMPTY (FULL) _____ _____
5. Opposite of FIRST (LAST) _____ _____
6. Opposite of ASLEEP (AWAKE) _____ _____
7. Opposite of FUNNY (SAD) _____ _____
8. Opposite of FLOAT (SINK) _____ _____
9. Opposite of ASLEEP (AWAKE) _____ _____
10. Opposite of LOSE (FIND) _____ _____

Synonyms

Total:_____

Total:_____

List A:

1. Same as HORSE: (PONY) _____ _____
2. Same as AIRPLANE: (JET) _____ _____
3. Same as TOSS: (THROW) _____ _____
4. Same as TOUCH: (FEEL) _____ _____
5. Same as RIP: (TEAR) _____ _____
6. Same as COOK: (BAKE) _____ _____
7. Same as HEAR: (LISTEN) _____ _____
8. Same as GIFT: (PRESENT) _____ _____
9. Same as STREET: (ROAD) _____ _____
10. Same as BOAT: (SHIP) _____ _____

List B:

1. Same as CAT: (KITTY) _____ _____
2. Same as BITE: (CHOMP) _____ _____
3. Same as RUG: (CARPET) _____ _____
4. Same as HUSH: (QUIET) _____ _____
5. Same as QUILT: (BLANKET) _____ _____
6. Same as BEGIN: (START) _____ _____
7. Same as BREEZE: (WIND) _____ _____
8. Same as OCEAN: (SEA) _____ _____
9. Same as ROCK: (STONE) _____ _____
10. Same as LITTLE: (SMALL) _____ _____

Notes:_____

_____

_____

Decoding

Young children easily learn to associate whole words with concepts or ideas – at this early stage in reading development, children can "recognize" familiar words, but that does not necessarily mean they are "decoding" them. Decoding words involves sounding them out and arriving at a pronunciation that other mature readers agree with. Furthermore, that decoding process should not be laborious – not if the child is going to be a successful reader. Successful readers can very quickly and easily pronounce written words. Skilled readers (college level students) can recognize words in less than one-fifth of a second. They recognize words so easily and automatically, they cannot *help* but decode words that are put in front of them. Young children cannot identify words so quickly, but they should be able to identify a word in less than a few seconds.

When children spend so much of their energy concentrating on sounding out words in text, there is nothing left over to concentrate on meaning and understanding. Decoding must be fluent and automatic so that comprehension will not suffer.

Furthermore, at least in English, sometimes sounding out words is not sufficient. Some words in English are not "spelled the way they sound." That is, they have irregular spellings – "one" does not rhyme with "bone" or "gone" (which don't rhyme with each other). Arguably, it rhymes with "done," but where does the /w/ sound come from?

To be successful readers of English text, children must be able to quickly identify *both* regular and irregular words. Thus, there are three tasks in the Decoding subtest: Fluency, Regular Words, and Irregular Words. A child that quickly and easily reads the words in the Fluency task does not need to be tested with the other two tasks. Children who struggle with the words in the Fluency task, however may at least need to be tested with the Regular Words task (depending on the frustration level of the child). The words chosen for the tasks in this subtest were drawn from two databases that list words according to how often they come up in speech or text (called the Word Frequency) and according to how early in life most people learn the words (called the Age of Acquisition).

Children who perform well on this task do not need to take any of the more basic assessments – teachers may wish to use this assessment as a screen to make assessment more efficient.

Children who are having difficulty with this task, however, need more instruction in the patterns that exist in English text. First children learn how to sound out regular words, then they learn how to correctly pronounce irregular words. So emphasizing the regular patterns is most beneficial for students struggling to decode words. For ideas about instructional activities that could be used to help children develop letter knowledge, consult ***www.balancedreading.com***. Also, Patricia Cunningham has a series of books available that provides very effective lessons for helping children to detect the patterns in the English writing system. Check out ***Making Words***, ***Making Big Words***, and the wonderful book with the unfortunate title, ***Phonics They Use***.

Decoding

Decoding - Fluency

Give the child the list of words printed on the next page (the page can be copied and folded in half so that either List A or List B is visible). Ask the child to read all twenty words out loud to you. Give the child one minute to complete reading all of the words. If the child gets hung up on one word, instruct him or her to skip it and go on. Make a note on the student's score sheet of the child's responses, and indicate hesitations or errors by circling them.

Tactfully discontinue administration of the assessment if the child misses three of the first ten items, or if the child is laboring to decode these words. If a child does not perform well on this assessment, proceed to the other decoding sections. If, after some instruction in decoding fluency, you wish to retest the child, there are two equivalent versions of this test. To pass this task, the child should quickly and accurately identify 16 out of 20 items.

If the child is able to read these words fluently and effortlessly, then it is not necessary to give the other decoding assessments.

List A:

1. DOT
2. PIG
3. TENT
4. BAIL
5. WORD
6. CART
7. BRICK
8. GUESS
9. SEW
10. BALL
11. GROW
12. CAGE
13. NEST
14. SONG
15. LETTER
16. PEACH
17. SKATE
18. HONEY
19. FLOWER
20. GIANT

List B:

1. ADD
2. TEN
3. HIT
4. CHIP
5. BEND
6. NOTE
7. SALT
8. SPELL
9. GRAPE
10. PEOPLE
11. SUIT
12. OWL
13. CAVE
14. YARN
15. TRADE
16. COAL
17. TOWER
18. CREAM
19. PEPPER
20. MAGIC

Decoding

Decoding - Fluency - Student Sheet

List A:	List B:
dot	add
pig	ten
tent	hit
bail	chip
word	bend
cart	note
brick	salt
guess	spell
sew	grape
ball	people
grow	suit
cage	owl
nest	cave
song	yarn
letter	trade
peach	coal
skate	tower
honey	cream
flower	pepper
giant	magic

Decoding - Irregular Words

Give the child the list of words printed on the next page (the page can be copied and folded in half so that either List A or List B is visible). Ask the child to read all ten words out loud to you. If the child gets hung up on one word, instruct him or her to skip it and go on. Make a note on the student's score sheet of the child's responses, and indicate errors by circling them.

Tactfully discontinue administration of the assessment if the child misses three of the first five items, or if the child becomes frustrated. Two equivalent lists are provided if, after some instruction in decoding irregular words, you wish to retest the child. To pass this task, the child should get 8 out of 10 words correct.

List A:

1. ONCE
2. SAID
3. MR.
4. COULD
5. MONEY
6. PIECE
7. SUGAR
8. ENOUGH
9. TONGUE
10. CANOE

List B:

1. DONE
2. TWO
3. MRS.
4. SCHOOL
5. WORM
6. SIGN
7. BUSY
8. SWORD
9. THOUGH
10. COYOTE

List A:	List B:
once	done
said	two
Mr.	Mrs.
could	school
money	worm
piece	sign
sugar	busy
enough	sword
tongue	though
canoe	coyote

Decoding

Decoding - Regular Words

Give the child the list of words printed on the next page (the page can be copied and folded in half so that either List A or List B is visible). Ask the child to read the first ten words out loud to you. If the child gets hung up on one word, instruct him or her to skip it and go on. Make a note on the student's score sheet of the child's responses, and indicate errors by circling them.

Tactfully discontinue administration of the assessment if the child misses three of the first five items, or if the child becomes frustrated. Two equivalent lists are provided if, after some instruction in decoding irregular words, you wish to retest the child. To pass this task, the child should get 16 out of 20 words correct.

There are two parts to the regular word decoding section. The first is a list of familiar regular words that the child has probably seen in print before. The second is a list of regular words which are probably not familiar to the child. The first list should be easier than the second, but if the child is developing good reading skills, neither list should be overly challenging. Good readers can sound-out even unfamiliar regular words without undue effort.

If the child performs well with the first ten words, ask him or her to read the second ten words from the list. If the child does not decode the first ten words easily and accurately, then you should not ask him or her to read the second ten.

List A:

1. DAD
2. DUCK
3. HILL
4. HUSH
5. GAME
6. RAIN
7. BIKE
8. KING
9. SWEET
10. BLOCK

11. TAX
12. MASS
13. RENT
14. VINE
15. ZONE
16. HINT
17. TROOP
18. NERVE
19. SLANG
20. AMAZE

List B:

1. DOG
2. SOCK
3. MUD
4. SHEET
5. WALK
6. KICK
7. FROG
8. SPOON
9. BRUSH
10. SMOKE

11. FIX
12. JADE
13. MAZE
14. TAPE
15. VOTE
16. SKILL
17. STAFF
18. SPREE
19. STRUT
20. AUDIT

Decoding

Decoding - Regular Words - Student Sheet

List A:	List B:
dad	dog
duck	sock
hill	mud
hush	sheet
game	walk
rain	kick
bike	frog
king	spoon
sweet	brush
block	smoke
tax	fix
mass	jade
rent	maze
vine	tape
zone	vote
hint	skill
troop	staff
nerve	spree
slang	strut
amaze	audit

Decoding

Decoding - Score Sheet

Student Name_____

Date_____

Fluency

Total:_____   Total:_____

List A:

1. DOT	_____	11. GROW	_____
2. PIG	_____	12. CAGE	_____
3. TENT	_____	13. NEST	_____
4. BAIL	_____	14. SONG	_____
5. WORD	_____	15. LETTER	_____
6. CART	_____	16. PEACH	_____
7. BRICK	_____	17. SKATE	_____
8. GUESS	_____	18. HONEY	_____
9. SEW	_____	19. FLOWER	_____
10. BALL	_____	20. GIANT	_____

List B:

1. ADD	_____	11. SUIT	_____
2. TEN	_____	12. OWL	_____
3. HIT	_____	13. CAVE	_____
4. CHIP	_____	14. YARN	_____
5. BEND	_____	15. TRADE	_____
6. NOTE	_____	16. COAL	_____
7. SALT	_____	17. TOWER	_____
8. SPELL	_____	18. CREAM	_____
9. GRAPE	_____	19. PEPPER	_____
10. PEOPLE	_____	20. MAGIC	_____

Irregular Words

Total:_____   Total:_____

List A:

1. ONCE	_____
2. SAID	_____
3. MR.	_____
4. COULD	_____
5. MONEY	_____
6. PIECE	_____
7. SUGAR	_____
8. ENOUGH	_____
9. TONGUE	_____
10. CANOE	_____

List B:

1. DONE	_____
2. TWO	_____
3. MRS.	_____
4. SCHOOL	_____
5. WORM	_____
6. SIGN	_____
7. BUSY	_____
8. SWORD	_____
9. THOUGH	_____
10. COYOTE	_____

Regular Words

Total:_____   Total:_____

List A:

1. DAD	_____	11. TAX	_____
2. DUCK	_____	12. MASS	_____
3. HILL	_____	13. RENT	_____
4. HUSH	_____	14. VINE	_____
5. GAME	_____	15. ZONE	_____
6. RAIN	_____	16. HINT	_____
7. BIKE	_____	17. TROOP	_____
8. KING	_____	18. NERVE	_____
9. SWEET	_____	19. SLANG	_____
10. BLOCK	_____	20. AMAZE	_____

List B:

1. DOG	_____	11. FIX	_____
2. SOCK	_____	12. JADE	_____
3. MUD	_____	13. MAZE	_____
4. SHEET	_____	14. TAPE	_____
5. WALK	_____	15. VOTE	_____
6. KICK	_____	16. SKILL	_____
7. FROG	_____	17. STAFF	_____
8. SPOON	_____	18. SPREE	_____
9. BRUSH	_____	19. STRUT	_____
10. SMOKE	_____	20. AUDIT	_____

Notes:_____

_____

_____

Decoding

Appendix A: Research Evidence Justification for Subtests in Abecedarian

A good deal of research was consulted to inform the creation of the Abecedarian Reading Assessment. The six knowledge domains selected were specifically chosen because there is a tremendous amount of consensus among researchers that these knowledge domains are absolutely essential for reading acquisition. There are many ways to teach these domains to children, but one way or another, they must learn them if they are to be successful readers.

The research evidence presented below is just the tip of the iceberg. There is substantial agreement on the claims made below. People using the Abecedarian with their students should have no concerns about this assessment being "research based."

Letter Knowledge:

Children need letter knowledge in order to be readers, and letter knowledge is a strong predictor of reading success.

> Bond & Dykstra, 1967; Chall, 1996; Ehri & Sweet, 1991; Stevenson & Newman, 1986; van Kleek, 1990

Letter knowledge should be fluid and automatic

> Adams, 1990

Letter knowledge significantly influences the acquisition of phonological awareness and phonological processing skills.

> Bowey, 1994; Johnston, Anderson & Holligan, 1996; Stahl & Murray, 1994

To be fluent at recognizing letters, students need to be familiar with the distinctive features of each letter.

> Adams, 1990; Gibson, Gibson, Pick, & Osser, 1962; Gibson & Levin, 1975

Phonological Awareness:

A strong, positive relationship exists between phonological awareness and reading skills.

> Adams, 1990; Ehri & Sweet, 1991; Goswami & Bryant, 1992; Mason & Allen, 1986; Mann, 1986; Morais, Mousty & Kolinsky, 1998; Pratt & Brady, 1988; Read, Zhang, Nie, & Ding, 1986; Shaywitz, 1996; Stahl & Murray, 1994; Sulzby & Teale, 1991; van Kleek, 1990

Most children do not develop phonological awareness without explicit instruction.

> Dickinson & Snow, 1987; Mason, 1980; Masonheimer, Drum & Ehri, 1984; Morais, Mousty & Kolinsky, 1998; Torgesen, Wagner, and Rashotte, 1994; van Kleek, 1990

An awareness of syllables, onsets, and rimes (phonological awareness) typically develops before an awareness of phonemes.

Fox & Routh, 1975; Goswami, 1994; Liberman, Shankweiler, Fischer & Carter, 1974; MacLean Bryant & Bradley, 1987; Treiman, 1985; Treiman, 1986; Treiman, 1992

Phoneme Awareness:

Phoneme awareness is one of the best predictors of reading success.

Bowey, 1995; Bradley & Bryant, 1983; Bradley & Bryant, 1985; Fox & Routh, 1975; Juel, 1988; Lundberg, Olofsson & Wall, 1980; Mann, 1984; Muter, Hulme, Snowling, and Taylor, 1997; Naslund & Schneider, 1996; Share, Jorm, Maclean & Matthews, 1984; Stanovich, Cunningham & Cramer, 1984; Stanovich, Cunningham & Freeman, 1984; Stuart & Coltheart, 1988; Stuart & Masterson, 1992; Tunmer & Nesdale, 1985; Williams, 1984

Children who fail to develop phoneme awareness have difficulty learning basic reading and spelling skills.

Baddeley, Ellis, Miles & Lewis, 1982; Bradley & Bryant, 1978; Bradley & Bryant, 1983; Bryant, MacLean, Bradley & Crossland, 1990; Griffith, 1991; Holligan & Johnston, 1988; Holligan & Johnston, 1991; Juel, Griffith, & Gough, 1986; MacLean, Bryant & Bradley, 1987; Olson, Wise, Conners & Rack, 1990; Snowling, 1981; Wagner, Torgesen & Rashotte, 1994

When children are taught phoneme awareness explicitly, they demonstrate greater abilities to read words and spell.

Ball & Blachman, 1988; Ball & Blachman, 1991; Bentin & Leshem, 1993; Bradley, 1989; Bradley & Bryant, 1983; Bradley & Bryant, 1985; Bradley & Bryant, 1991; Byrne & Fielding-Barnsley, 1989; Byrne & Fielding-Barnsley, 1990; Byrne & Fielding-Barnsley, 1991; Byrne & Fielding-Barnsley, 1993; Byrne & Fielding-Barnsley, 1995; Cunningham, 1990; Fox & Routh, 1984; Hatcher, Hulme & Ellis, 1994; Iversen & Tunmer, 1993; Liberman & Liberman, 1990; Lundberg, 1987; Lundberg, Frost & Petersen, 1988; Mann & Liberman, 1984; Morais, Mousty & Kolinsky, 1998; Olofsson & Lundberg, 1985; Share, Jorm, MacLean & Mathews, 1984; Stanovich, 1986; Stanovich, Cunningham & Freeman, 1984; Torneus, 1984; Treiman & Baron, 1983; Vellutino & Scanlon 1987; Wagner & Torgesen, 1987; Williams, 1980; Wise & Olson, 1995

Alphabetic Principle:

Children must understand the relationship between speech sounds and letters.

Adams, 1990; Mason & Allen, 1986; Perfetti, 1984; Sulzby & Teale, 1991

One of the best predictors of early reading ability is a child's understanding that written words are made up of letters that represent sounds in speech.

Bradley & Bryant, 1985; Juel, Griffith & Gough, 1986; Lomax & McGee, 1987; Mann, Tobin & Wilson, 1987; Share, Jorm, Maclean & Matthews, 1984; Stanovich, 1988; Stanovich, Cunningham & Cramer, 1984; Tunmer & Nesdale, 1985; Vellutino & Scanlon, 1987; Wagner & Torgesen, 1987; Williams, 1985

A child must learn to think of words as having both meanings and sounds in order to understand the alphabetic principle.

Stahl & Murray, 1998

Direct, explicit instruction of the alphabetic principle is necessary for some children and is better than relying on the student to discover it for him or herself.

Adams, 1990; Adams & Bruck, 1993; Anderson, Hiebert, Scott, & Wilkinson, 1985; Baker, Kameenui, Simmons & Stahl, 1994; Bateman, 1991; Bradley & Bryant, 1983; Byrne, 1992; Byrne & Fielding-Barnsley, 1991; Byrne & Fielding-Barnsley, 1993; Byrne & Fielding-Barnsley, 1995; Castle, Riach, & Nicholson, 1994; Felton, 1993; Felton & Pepper, 1995; Foorman, 1995; Foorman, Francis, Beeler, Winikates & Fletcher, 1997; Moats, 1994; Singh, Deitz & Singh, 1992; Spector, 1995; Tunmer & Hoover, 1993; Vellutino, 1991; Weir, 1990

Children who are explicitly taught the alphabetic principle (with appropriate attention also paid to their phoneme awareness) perform better on word recognition and reading comprehension measures later.

Bradley & Bryant, 1985; Brown & Felton , 1990; Cunningham, 1990; Evans & Carr, 1985; Hatcher, Hulme, & Ellis, 1994; Iversen & Tunmer , 1993; Juel, 1994; Lie, 1991; Olofsson, 1993; Pflaum, Walberg, Karegianes, & Rasher, 1980; Tunmer & Nesdale, 1985

Vocabulary:

We can only access meanings of words we already know.

Adams, 1990; Becker, 1977; Stanovich, 1986; White, Graves & Slater, 1990

A variety of methods for increasing vocabulary is more effective than a single method.

Graves, 1986

Five to six year olds have a vocabulary of 2,500;to 5,000;words.

Beck & McKeown, 1991

Disadvantaged students in the first grade have a vocabulary that is approximately half that of an advantaged student (2,900;and 5,800;respectively).

Graves, 1986; White, Graves & Slater, 1990

The average student learns about 3,000;words per year in the early school years (8; words per day).

Baumann & Kameenui, 1991; Beck & McKeown, 1991; Graves, 1986

Vocabulary growth is considerably worse for disadvantaged students than it is for advantaged students.

White, Graves & Slater, 1990

Reading comprehension and vocabulary knowledge are strongly correlated, and vocabulary size is a good predictor of reading comprehension skills.

Baumann & Kameenui, 1991; Daneman, 1988; Paul & O'Rourke, 1988; Rosenshine, 1980; Stanovich, 1986

Limited vocabulary is the primary limiting factor for reading success.

Becker, 1977

Reading volume, rather than oral language, is the prime contributor to individual differences in children's vocabularies past the 4th grade.

Hayes & Ahrens, 1988; Nagy & Anderson, 1984; Nagy & Herman, 1987; Stanovich, 1986

Decoding:

The core of reading skill is the ability to identify individual words quickly and accurately.

Adams, 1990; Ehri, 1998; Perfetti, 1985; Rayner & Pollatsek, 1989

For first graders, the ability to decode individual words accounts for most of the variance in reading comprehension.

Bertelson, 1986; Chall, 1983; Curtis, 1980; Ehri, 1992; Firth, 1972; Gough & Tunmer, 1986; Gough & Hillinger, 1980; Hoover & Gough, 1990; Juel, Griffith & Gough, 1986; Perfetti, 1985; Richardson, DiBenedetto & Adler, 1982; Stanovich, 1986; Stanovich, 1992

The ability to name unfamiliar words in the first grade is a good predictor of reading comprehension skill in the 4th grade.

Juel, 1994

Children who recognize words more readily are able to focus more attention on the meaning of the words.

Chall, 1996; Dowhower, 1987; Ehri, 1977; Ehri, 1995; Ehrlich, Kurtz-Costes, & Loridant, 1993; Goodman, Haith, Guttentag, & Rao, 1985; Guttentag, 1984; Guttentag & Haith, 1978; Guttentag & Haith, 1980; Kraut & Smothergill, 1980; Rosinski, 1977; Perfetti, 1985; Samuels, Scherner & Reinking, 1992

The ability to sound-out (decipher) regular words is generative and necessary in an alphabetic language.

Ehri, 1995; Gough & Walsh, 1991; Gough & Wren, 1998; Gough, Juel & Roper-Schneider, 1983; Gough, Juel & Griffith, 1992

Children who are better able to sound-out words have higher levels of reading achievement.

Gough & Walsh, 1991; Hoover & Gough, 1990; Jorm, Share, MacLean & Matthews, 1984; Juel, 1988; Tunmer, Herriman & Nesdale, 1988

Children generalize from a words they know to words they don't know that are in the same word family. If they learn that the SM in SMILE sounds like /sm/, then they generalize that knowledge to other words that contain the letters SM (often called "reading by analogy.").

Bryant & Goswami, 1986; Ehri & Robbins, 1992; Ehri & Wilce, 1985; Ehri & Wilce, 1987a Ehri & Wilce, 1987b Ehri, 1998; Goswami, 1986; Goswami, 1988; Goswami, 1990a Goswami, 1990b Goswami, 1998; Moustafa, 1995

Good readers quickly and fluently sound-out words they do not know.

Barron, 1986; Patterson & Coltheart, 1987; Perfetti, Bell, & Delaney, 1988

Reading English requires the ability to decode both regular and irregular words.

Baron & Strawson, 1976; Coltheart, 1978; Cunningham & Stanovich, 1993; Olson, Wise, Conners, Rack & Fuller, 1989; Stanovich & West, 1989

Miscellaneous:

In the early grades, the cognitive processes underlying reading comprehension are only weakly interrelated — development in one knowledge domain does not guarantee development in other knowledge domains.

Stanovich, Cunningham, & Freeman, 1984; Blachman, 1984; Curtis, 1980; Evans & Carr, 1985; Share, Jorm, Maclean, & Matthews, 1984; Stevenson, Parker, Wilkinson, Hegion, & Fish, 1976

Expert teachers use knowledge about the children in their classrooms — their backgrounds, strengths and weaknesses — to create lessons that connect new subject matter to students' experiences.

Leinhardt, 1989; Westerman, 1991

Matthew Effect: Children who have difficulties learning to read early are likely to have reading difficulties throughout schooling and into adulthood.

Bruck, 1990; Bruck, 1992; Finucci, Gottfredson, & Childs, 1985; Francis, Shaywitz, Stuebing, & Fletcher, 1994; Fraunheim & Heckerl, 1983; Juel, 1988; Satz, Taylor, Friel, & Fletcher, 1978; Shonhaut & Satz, 1983; Spreen, 1978; Spreen, 1988

Appendix B: Score Sheets

These are the score sheets for the Abecedarian Reading Assessment. Each child will need a copy of the score sheets, so to make copying easier, we've reproduced the score sheets here.

Letter Knowledge - Score Sheet

Student Name_____

Date_____

Have students read the letters from the Student Sheet from left to right, top to bottom. Indicate next to each letter on this score sheet if the child's response is a correct response (C), an incorrect response (I.R.), or if the child hesitates before identifying the letter (H). The child does not need to correctly identify the non-letter characters, but the child should **not** mistake them for letters. Make note at the bottom of the score sheet about the child's preference for identifying each letter with the letter name, the letter sound, or a word that begins with that letter. If a child shows frustration with this task, then tactfully stop the assessment; later, after instruction on letter knowledge, this assessment can be given again.

	C	IR	H		C	IR	H		C	IR	H
M	____	____	____	d	____	____	____	5	____	____	____
s	____	____	____	k	____	____	____	N	____	____	____
a	____	____	____	Z	____	____	____	L	____	____	____
U	____	____	____	C	____	____	____	Q	____	____	____
V	____	____	____	b	____	____	____	W	____	____	____
!	____	____	____	u	____	____	____	4	____	____	____
O	____	____	____	J	____	____	____	j	____	____	____
H	____	____	____	f	____	____	____	m	____	____	____
q	____	____	____	S	____	____	____	i	____	____	____
r	____	____	____	8	____	____	____	y	____	____	____
T	____	____	____	A	____	____	____	t	____	____	____
B	____	____	____	2	____	____	____	G	____	____	____
p	____	____	____	Y	____	____	____	v	____	____	____
x	____	____	____	a	____	____	____	X	____	____	____
g	____	____	____	K	____	____	____	?	____	____	____
E	____	____	____	l	____	____	____	c	____	____	____
n	____	____	____	R	____	____	____	P	____	____	____
w	____	____	____	g	____	____	____	D	____	____	____
F	____	____	____	e	____	____	____	h	____	____	____
6	____	____	____	I	____	____	____	z	____	____	____

Notes:_____

_____

Phonological Awareness - Score Sheet A

Student Name_____

Date_____

Rhyming Perception

List A:	Y / N		List B:	Y / N
1. PILL / HILL	_____		1. LUCK / TRUCK	_____
2. HEAD / NOSE	_____		2. HAND / FOOT	_____
3. GAME / NAME	_____		3. FINE / PINE	_____
4. LAKE / MAKE	_____		4. HOSE / NOSE	_____
5. MOON / SPOON	_____		5. SAME / GAME	_____
6. FEAR / FAR	_____		6. SNAKE / SNACK	_____
7. MOST / TOAST	_____		7. WEST / TEST	_____
8. BIKE / BAKE	_____		8. LAKE / LIKE	_____
9. GREEN / GRAIN	_____		9. SMOKE / SHOOK	_____
10. SNAP / NAP	_____		10. BEND / END	_____

Total:_____   Total:_____

Phoneme Identity - Perception

List A:	Y / N		List B:	Y / N
1. Do you hear /s/ in SAND?	_____		1. Do you hear /s/ in SIT?	_____
2. Do you hear /m/ in GUM?	_____		2. Do you hear /m/ in HAM?	_____
3. Do you hear /s/ in CARD?	_____		3. Do you hear /s/ in BEARD?	_____
4. Do you hear /oo/ in GLUE?	_____		4. Do you hear /oo/ in FLEW?	_____
5. Do you hear /sh/ in SMELL?	_____		5. Do you hear /sh/ in PASS?	_____
6. Do you hear /ee/ in PEEK?	_____		6. Do you hear /ee/ in GREEN?	_____
7. Do you hear /m/ in RAIN?	_____		7. Do you hear /m/ in TRAIN?	_____
8. Do you hear /k/ in DAY?	_____		8. Do you hear /k/ in GROW?	_____
9. Do you hear /z/ in MAZE?	_____		9. Do you hear /z/ in WISE?	_____
10. Do you hear /p/ in SPOON?	_____		10. Do you hear /p/ in SPILL?	_____

Total:_____   Total:_____

Phonological Awareness

Phonological Awareness - Score Sheet B

Student Name_____
Date_____

Rhyming Production

List A:

1. HALL   _____ _____
2. MAKE   _____ _____
3. DEAR   _____ _____
4. HAIR   _____ _____
5. RING   _____ _____
6. SACK   _____ _____
7. COOK   _____ _____
8. FLOAT   _____ _____
9. STREET   _____ _____
10. SHOUT   _____ _____

Total:_____

List B:

1. NOW   _____ _____
2. LATE   _____ _____
3. WELL   _____ _____
4. HAY   _____ _____
5. LIGHT   _____ _____
6. CAR   _____ _____
7. ZONE   _____ _____
8. GOOD   _____ _____
9. DRAPE   _____ _____
10. SONG   _____ _____

Total:_____

Phoneme Identity - Production

List A:

1. Words that have the sound /t/ in
   themas in TAIL, LATE, and TEAR.   _____ _____ _____
2. Words that have the sound /k/ in
   them as in QUICK, LAKE, and CORN.   _____ _____ _____
3. Words that have the sound /f/ in
   them as in FARM, LEAF, and AFRAID.   _____ _____ _____
4. Words that have the sound /l/ in
   them as in LEAP, HILL, and GLOW.   _____ _____ _____
5. Words that have the sound /p/ in
   them as in PLUS, HELP, and APPLE.   _____ _____ _____

Total:_____

List B:

1. Words that have the sound /t/ in
   them as in TALK, ATE, and TIP.   _____ _____ _____
2. Words that have the sound /k/ in
   them as in KITE, QUEEN, and BIKE.   _____ _____ _____
3. Words that have the sound /f/ in
   them as in FOUR, HALF, and AFTER.   _____ _____ _____
4. Words that have the sound /l/ in
   them as in LIGHT, CLAY, and SHELL.   _____ _____ _____
5. Words that have the sound /p/ in
   them as in PLATE, SPRAY, and GULP.   _____ _____ _____

Total:_____

Phonological Awareness

Phoneme Awareness - Score Sheet

Student Name_____

Date_____

Segmentation

List A:

1. IT _____
2. MOW _____
3. OAK _____
4. RAT _____
5. CUP _____
6. LIP _____
7. FAT _____
8. TOSS _____
9. FOOT _____
10. SHOT _____

Total: _____

List B:

1. EAT _____
2. LOW _____
3. ASH _____
4. RIP _____
5. CUT _____
6. LOOSE _____
7. SHOP _____
8. NOTE _____
9. SACK _____
10. LOCK _____

Total: _____

Last Sounds

List A:

1. RASH _____
2. ICE _____
3. LOVE _____
4. LAUGH _____
5. ALL _____
6. CAKE _____
7. CAT _____
8. TREE _____
9. GO _____
10. DO _____

Total: _____

List B:

1. FISH _____
2. KISS _____
3. DOVE _____
4. HALF _____
5. FALL _____
6. BACK _____
7. FAT _____
8. FREE _____
9. SO _____
10. ZOO _____

Total: _____

First Sounds

List A:

1. SAIL _____
2. FULL _____
3. MAN _____
4. ROOM _____
5. UP _____
6. APE _____
7. IN _____
8. TOE _____
9. PILL _____
10. HOP _____

Total: _____

List B:

1. SOUP _____
2. FAN _____
3. MILK _____
4. RAIN _____
5. OF _____
6. AIM _____
7. IF _____
8. TAP _____
9. PUSH _____
10. HEAR _____

Total: _____

Phoneme Awareness

Alphabetic Principle - Score Sheet

Student Name_____

Date_____

This test will require a piece of paper with a window cut out that allows the teacher to cover all but one of the word pairs on the Alphabetic Principle - Student Sheet on page 22. If the child becomes frustrated with the task or appears to be guessing, tactfully discontinue the assessment. It is appropriate to retest the child later, after some instruction in the alphabetic principle; there are two versions of this assessment in case a child needs to be tested twice. Mark the child's responses on this score sheet, and indicate incorrect responses by circling them. To pass this task, the child should get 8 out of 10 correct.

Instructions:

I'm going to show you some words, and I want you to help me figure out which word is which. Take a look at these two words (cover all but the first two words in the example). One of these words is COW and the other is COWBOY. Can you tell me which word is COW and which word is COWBOY? (Wait for response) See, this word is COW (point to the word) because it is short -- this word is COWBOY because it is longer. What about thse two words? (Highlight the next two words in the example) One of these words is PAL and the other is PALACE -- can you tell me which is which? (Wait for response.) See, this word is PALACE because it is longer than PAL. (Point to the words as you say each word distinctly.) How about these two? (Highlight the next in the example) One of them is PILL and the other is PILLOW. Can you tell me which one is PILLOW?

Practice Items:

One of these words is HOT and the other is HOTDOG -- Which one is HOT?
One of these words is MOW and the other is MOTORCYCLE -- Which one is MOTORCYCLE?
One of these words is ACT and the other is ACTRESS -- Which one is ACTRESS?

List A: List A Total:_____

1. One of these words is SAND and the other is SANDBOX -- Which one is SAND?   _____
2. One of these words is WALK and the other is WALKWAY -- Which one is WALKWAY?   _____
3. One of these words is AFTER and the other is AFTERNOON -- Which one is AFTERNOON?   _____
4. One of these words is NIGHT and the other is NIGHTLIGHT -- Which one is NIGHT?   _____
5. One of these words is AN and the other is ANIMAL -- Which one is AN?   _____
6. One of these words is LIE and the other is LIBRARY -- Which one is LIBRARY?   _____
7. One of these words is KIT and the other is KITTEN -- Which one is KITTEN?   _____
8. One of these words is WIN and the other is WINDOW -- Which one is WIN?   _____
9. One of these words is ACT and the other is ACTRESS -- Which one is ACT?   _____
10. One of these words is AXE and the other is ACCIDENT -- Which one is ACCIDENT?   _____

List B: List B Total:_____

1. One of these words is BIRD and the other is BIRDBATH -- Which one is BIRDBATH?   _____
2. One of these words is BOOK and the other is BOOKWORM -- Which one is BOOK?   _____
3. One of these words is LADY and the other is LADYBUG -- Which one is LADY?   _____
4. One of these words is HEAT and the other is HEATWAVE -- Which one is HEATWAVE?   _____
5. One of these words is NEWS and the other is NEWSPAPER -- Which one is NEWS?   _____
6. One of these words is DAY and the other is DAYLIGHT -- Which one is DAY?   _____
7. One of these words is TRY and the other is TRICYCLE -- Which one is TRICYCLE?   _____
8. One of these words is PICK and the other is PICTURE -- Which one is PICTURE?   _____
9. One of these words is TEA and the other is TEACHER -- Which one is TEA?   _____
10. One of these words is PACK and the other is PACKAGE -- Which one is PACKAGE?   _____

Vocabulary - Score Sheet

Student Name_____
Date_____

Production

Total:_____   Total:_____

List A:

1. SOUP   _____
2. BATH   _____
3. WHISTLE   _____
4. BUBBLE   _____
5. ROAR   _____
6. CHOP   _____
7. WIGGLE   _____
8. BLUSH   _____
9. FROST   _____
10. BEAST   _____

List B:

1. CRAB   _____
2. HIKE   _____
3. UNCLE   _____
4. WITCH   _____
5. WINTER   _____
6. SPOIL   _____
7. BRIDGE   _____
8. DIVE   _____
9. SURPRISE   _____
10. POISON   _____

Antonyms

Total:_____   Total:_____

List A:

1. Opposite of YELL? (WHISPER)   _____ _____
2. Opposite of TRUTH? (LIE)   _____ _____
3. Opposite of SOUR? (SWEET)   _____ _____
4. Opposite of QUIET? (LOUD)   _____ _____
5. Opposite of CIRCLE? (SQUARE)   _____ _____
6. Opposite of COLD? (HOT)   _____ _____
7. Opposite of FOLLOW? (LEAD)   _____ _____
8. Opposite of LIFT? (DROP)   _____ _____
9. Opposite of SMALL? (BIG)   _____ _____
10. Opposite of MEAN? (NICE)   _____ _____

List B:

1. Opposite of HARD (SOFT)   _____ _____
2. Opposite of HAIRY (BALD)   _____ _____
3. Opposite of OLD (YOUNG)   _____ _____
4. Opposite of EMPTY (FULL)   _____ _____
5. Opposite of FIRST (LAST)   _____ _____
6. Opposite of ASLEEP (AWAKE)   _____ _____
7. Opposite of FUNNY (SAD)   _____ _____
8. Opposite of FLOAT (SINK)   _____ _____
9. Opposite of ASLEEP (AWAKE)   _____ _____
10. Opposite of LOSE (FIND)   _____ _____

Synonyms

Total:_____   Total:_____

List A:

1. Same as HORSE: (PONY)   _____ _____
2. Same as AIRPLANE: (JET)   _____ _____
3. Same as TOSS: (THROW)   _____ _____
4. Same as TOUCH: (FEEL)   _____ _____
5. Same as RIP: (TEAR)   _____ _____
6. Same as COOK: (BAKE)   _____ _____
7. Same as HEAR: (LISTEN)   _____ _____
8. Same as GIFT: (PRESENT)   _____ _____
9. Same as STREET: (ROAD)   _____ _____
10. Same as BOAT: (SHIP)   _____ _____

List B:

1. Same as CAT: (KITTY)   _____ _____
2. Same as BITE: (CHOMP)   _____ _____
3. Same as RUG: (CARPET)   _____ _____
4. Same as HUSH: (QUIET)   _____ _____
5. Same as QUILT: (BLANKET)   _____ _____
6. Same as BEGIN: (START)   _____ _____
7. Same as BREEZE: (WIND)   _____ _____
8. Same as OCEAN: (SEA)   _____ _____
9. Same as ROCK: (STONE)   _____ _____
10. Same as LITTLE: (SMALL)   _____ _____

Notes:_____

_____

_____

Vocabulary

Decoding - Score Sheet

Student Name_____

Date_____

Fluency Total:_____ Total:_____

List A:

1. DOT _____	11. GROW _____
2. PIG _____	12. CAGE _____
3. TENT _____	13. NEST _____
4. BAIL _____	14. SONG _____
5. WORD _____	15. LETTER _____
6. CART _____	16. PEACH _____
7. BRICK _____	17. SKATE _____
8. GUESS _____	18. HONEY _____
9. SEW _____	19. FLOWER_____
10. BALL _____	20. GIANT _____

List B:

1. ADD _____	11. SUIT _____
2. TEN _____	12. OWL _____
3. HIT _____	13. CAVE _____
4. CHIP _____	14. YARN _____
5. BEND _____	15. TRADE _____
6. NOTE _____	16. COAL _____
7. SALT _____	17. TOWER _____
8. SPELL _____	18. CREAM _____
9. GRAPE _____	19. PEPPER _____
10. PEOPLE _____	20. MAGIC _____

Irregular Words Total:_____ Total:_____

List A:

1. ONCE _____
2. SAID _____
3. MR. _____
4. COULD _____
5. MONEY _____
6. PIECE _____
7. SUGAR _____
8. ENOUGH _____
9. TONGUE _____
10. CANOE _____

List B:

1. DONE _____
2. TWO _____
3. MRS. _____
4. SCHOOL _____
5. WORM _____
6. SIGN _____
7. BUSY _____
8. SWORD _____
9. THOUGH _____
10. COYOTE _____

Regular Words Total:_____ Total:_____

List A:

1. DAD _____	11. TAX _____
2. DUCK _____	12. MASS _____
3. HILL _____	13. RENT _____
4. HUSH _____	14. VINE _____
5. GAME _____	15. ZONE _____
6. RAIN _____	16. HINT _____
7. BIKE _____	17. TROOP _____
8. KING _____	18. NERVE _____
9. SWEET _____	19. SLANG _____
10. BLOCK _____	20. AMAZE _____

List B:

1. DOG _____	11. FIX _____
2. SOCK _____	12. JADE _____
3. MUD _____	13. MAZE _____
4. SHEET _____	14. TAPE _____
5. WALK _____	15. VOTE _____
6. KICK _____	16. SKILL _____
7. FROG _____	17. STAFF _____
8. SPOON _____	18. SPREE _____
9. BRUSH _____	19. STRUT _____
10. SMOKE _____	20. AUDIT _____

Notes:_____

_____

_____

Decoding