

Books 1-4

Carol A. Christensen

# READING LINK

## Assessment Teacher's Guide

# Contents

## **SECTION 1: Assessment of Phonological Awareness**

Instructions for Use

Ability to Identify Rhyme

3

Ability to Identify Initial Sounds

5

Student Record Sheets

Ability to Identify Rhyme

7

Ability to Identify Initial Sounds

15

## **SECTION 2: Decoding Skills Assessment**

Instructions for Use

Decoding Skills Assessment

25

Interpreting the Decoding Skills Assessment

29

Student Record Sheets (Black-line masters)

Decoding Skills Assessment

33

Letter Analysis Form

41

Error Diagnosis Table

47

# Ability to Identify Rhyme

**D**uring the assessment students need to give the tester information on particular sounds that they hear in words. Therefore, the assessment must be given individually. It cannot be used with groups of students.

## Materials

To complete the assessment you will need:

- one copy of **Assessment of Phonological Awareness: Ability to Identify Rhyme Student Assessment Cards**
- one copy of **Assessment of Phonological Awareness: Ability to Identify Initial Sounds Student Assessment Cards**
- one copy per student of **Ability to Identify Rhyme Record Sheet**
- one copy per student of **Ability to Identify Initial Sounds Record Sheet**
- one pen or pencil

## Practice examples

Tell students: “*We are going to see if you can tell me some rhyming words.*”

1. Say the names of each object in the first set of example pictures. Point to the hat and say:

*This a hat.*

Then point to the fan and say:

*This is a fan.*

Finally, point to the cat and say:

*This is a cat.*

*Hat, fan, cat...*

*hat.* (again point to the hat as you say the word) *Can you tell me which word rhymes with hat – fan or cat?* (point to fan and cat)

If the student says or points to the cat, say:

*Well done. Yes ‘cat’ rhymes with ‘hat’. Let’s try another one.*

If the student points to the fan, say:

*Nice try but no, ‘fan’ does not rhyme with ‘hat’.*

Point to the cat and say:

*‘Cat’ rhymes with ‘hat’. Can you point to the cat for me?*

2. Repeat these steps with the second example.

## Assessment items

When the task has been explained clearly to the student, continue to the items on the assessment. The students do not need to be able to answer the questions accurately, but they should understand what they need to do.

When giving the assessment, use the same dialogue as the practice examples with the exception that you do not give them any answers, clues or assistance.

Point to the coat and say:

*This a coat.*

Then point to the apple and say:

*This is an apple.*

Finally point to the boat and say:

*This is a boat.*

*Coat, apple, boat...*

*coat (again point to coat). Can you tell me which word rhymes with coat – apple or boat?*

Write the students' answers on the **Ability to Identify Rhyme Record Sheet** and congratulate them, regardless of whether they are correct or incorrect.

For example, say:

*Great work, let's try another one.*

If a student says “*I don't know*”, or in some way refuses to give an answer:

- Repeat the question and ask them again to tell you which word rhymes with ‘coat’. If the student cannot give you an answer a second time, mark the item as an error and continue to the next item.
- If students cannot answer or make errors on three consecutive items, terminate the assessment. Record all subsequent items as errors.

It is important to encourage students to try to answer each question without indicating if their answers are correct or incorrect. Always make a positive or encouraging comment, regardless of whether their answer is correct or incorrect.

Use the same sequence of steps with all items 1-10.

## Analysis of answers

If students score less than 8 out of 10 correct, they do not have good awareness of rhyme and should **NOT** begin the **LINK – Decoding** program. They should work on developing an awareness of rhyme.

# Ability to Identify Initial Sounds

This assessment must be given individually. It cannot be used with groups of students.

## Practice examples

Tell students: “We are going to see if you can tell me the sound that some words begin with.”

1. Say the names of each object in the first set of example pictures. Point to the sun and say:

*This a sun.*

Then point to the flower and say:

*This is a flower.*

Finally point to the seal and say:

*This is a seal.*

*Sun, flower, seal...*

*sun. (again point to sun) Can you tell me which word starts with the same sound as sun – flower or seal?*

If the student says or points to the seal, say:

*Well done. Yes ‘seal’ starts with the same sound as ‘sun’. Let’s try another one.*

If the student points to the flower, you can emphasise the ‘ssss’ sound and say:

*Nice try but no, ‘flower’ does not begin with the same sound as ‘ssssun’.*

Point to the seal and say:

*‘Ssssseal’ starts with the same sound with ‘ssssun’. Can you point to the ssseal for me?*

2. Repeat these steps with the second example.

## Assessment items

When the student understands what is required by the task, continue to the items on the assessment. Use the same dialogue as the practice examples without giving any answers or assistance.

Point to the dog and say:

*This a dog.*

Then point to the horse and say:

*This is a horse.*

Finally point to the dot and say:

*This is a drum.*

*Dog, horse, drum...*

*dog. (again point to dog) Can you tell me which word starts with the same sound as dog – horse or drum?*

Record the students' answers on the Initial Sounds Record Sheet and congratulate them, regardless of whether they are correct or incorrect.

For example, say:

*Great work, or working well, let's try another one.*

If a student says "I don't know":

- Repeat the question and ask them again to tell which word begins with the same sound as 'dog'. Do not say that 'dog' begins with 'd' as you may have said in the practice items.
- If the student refuses to answer a second time, mark the item as an error and continue to the next item. If students cannot answer three consecutive items terminate the assessment. Record all subsequent items as errors.

It is important to encourage the students to try to answer each question without indicating if their answers are correct or incorrect.

Use the same sequence of steps with all items 1-10.

## **Analysis of answers**

If students score less than 7 out of 10 correct they do not have good awareness of initial sounds and should **NOT** begin the **LINK – Decoding** program. They should work on developing an awareness of initial sounds.

The answers that students give can also provide you with clues to how they understand the sound structure of language. For example, many items in the **Assessment of Ability to Identify Initial Sounds** contain rhyming words. If students consistently select the rhyming word rather than the word with the same initial sound, it indicates that students are hearing the rhyme but are not attending to the initial sounds.

Some items contain words with very similar sounds, e.g., 'b' and 'p', or 'c' and 't'. If students get other items correct but make errors on these items, it means that they understand the idea of initial sounds but have a little trouble in discriminating sounds that are very close together. An auditory discrimination program may be useful for these students.

Other items contain words that are meaningfully related (e.g., 'hand' and 'face'). If students make errors on these items, it indicates that they are having difficulty in separating the meaning of the word from an understanding of the language used to convey the meaning. A key step in learning to read is development of the understanding that language is an 'object' different from the meaning it conveys. Phonological awareness (the awareness of the sound structure of language) is one aspect of this understanding. For more information on phonological awareness and learning to read, see the **Teacher's Manual**.

# Assessment of Phonological Awareness

## Ability to Identify Rhyme

### Student Record Sheet

Student name \_\_\_\_\_ Class \_\_\_\_\_

Date of assessment \_\_\_\_\_ Score \_\_\_\_\_

#### Practice items

1. hat  
fan, cat
2. drum  
thumb, bird

#### Assessment items

1.



coat



apple



boat

2.



star



car

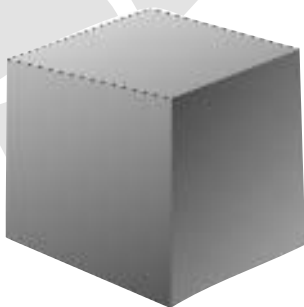


dog

3.



fox



box



chair



4.



**hut**



**nut**



**castle**

5.



**clock**



**truck**



**lock**