

THRASS®

Teaching Handwriting Reading And Spelling Skills



A s s e s s m e n t



THE THRASS INSTITUTE
(Australasia & Canada)



**AN INTEGRATED PHONOGRAPHIC TOOL FOR TEACHING
THE BUILDING BLOCKS OF LITERACY**

ASSESSMENT

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ASSESSMENT

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ASSESSMENT SECTION

Note: Phonemes are indicated by brackets () and letter names by apostrophes, ' '. Although we recognise the importance of IPA, we have not used its symbols to denote phonemes, as many people will not be familiar with these. Instead we have used common graphemes (spelling choices).

THE THRASS ASSESSMENT SECTION HAS FIVE TESTS TO ASSESS PROGRESS.

- ◆ The Name Test
- ◆ The Handwriting Test
- ◆ The Word Recognition Test
- ◆ The Grapheme Test
- ◆ The Phonographic Test.

These tests may be given in total or part before, during and/or after using THRASS, depending on the need for baseline measures, feedback on progress and/or an end-of-teaching report.

The sheets in the Word Recognition Test, Grapheme Test and Phonographic Test need not be used solely for assessment purposes. They provide interesting phonographic activities for individual or group work.

If the sheets are subsequently used for assessment purposes, teachers should be aware that the test results may be wholly or partly attributable to a learner's familiarity with the materials.

BASELINE ASSESSMENTS

Decide whether it would be useful to administer any or all of the THRASS TESTS before, during and/or after using the program.

The Name Test - to assess if the learner knows the names of the lower-case and capital letters.

The Handwriting Test - to assess if the learner can write the lower-case and capital letters using the correct procedures.

The Word Recognition Test - to assess if the learner can recognise the correct spelling of each.

The Grapheme Test - to assess if the learner can choose the correct spelling choice to complete each THRASSWORD. After completing the Grapheme Test you may wish to establish a Consonant Phoneme Score and a Vowel Phoneme Score. This can be done by asking the learner to accurately pronounce the phoneme for each phoneme-box using the graphemes within it, the partially-completed words and the pictures in the rectangle. Write IPA symbols to the right of the phoneme-box to record any pronunciation errors.

The Phonographic Test - to assess if the learner can spell the THRASSWORDS and to establish their percentage scores for phonemic awareness (PA) and the three sub-categories of graphemic awareness (GA).

USING THE NAME TEST

The learner names the lower-case letters from memory.

The learner names the capital letters from memory.

ADMINISTRATION

This test is administered individually. Photocopy the THRASS Name Test. The test has three parts. If desirable, present one line at a time by covering the other lines.

◆ PART 1 - NAMES OF THE ALPHABET

Without the learner looking at the sheet, say, "Can you say the Names of the Alphabet, 'Ay', 'Bee', 'Cee' and so on?"

Start the learner off with, " 'Ay', 'Bee' ", etc. Tick the NA box if the learner can name all of the letters in alphabetical order. Mark the box with a slash (/) if the delivery is sung (even in part), hesitant, or incorrect.

◆ PART 2 - LOWER-CASE NAMES

Place the test sheet in front of the learner. Point underneath the lower-case 'm' and ask the learner to name the letter. If the learner gives the incorrect name (such as 'n') or a phoneme [such as (m) in mouse or the two phonemes (m) (er)] say,

"The name of this letter is Em. Say, Em."

Point underneath the lower-case 'n' and ask the learner to name the letter. If the learner gives the incorrect name or a phoneme say,

"The name of the letter is En. Say, En."

Point underneath the 'm' and say,

"See if you can name the lower-case letters in this row. (sweep your index finger underneath the top row of lower-case letters) And this row (sweep your index finger underneath the bottom row of lower-case letters) Start from here." (point underneath the 'm')

After this point, do not give any feedback to the learner.

On your copy of the test, record the learner's responses by inserting a slash (/) underneath any incorrect letters. You may choose to use IPA symbols to record incorrect responses. Add up the number of empty boxes and fill in the box.

◆ PART 3 - CAPITAL NAMES

Point underneath the capital 'Q' and ask the learner to name the letter. If the learner gives the incorrect name or a phoneme say,

"The name of this letter is Queue. Say, Queue."

Point underneath the capital 'W' and ask the learner to name the letter. If the learner gives the incorrect name or a phoneme say,

"The name of this letter is Double-you. Say, Double-you."

Point underneath the capital 'Q' and say,

"See if you can name the capital letters in this row. (sweep your index finger underneath the top row of capital letters) And this row (sweep your index finger underneath the bottom row) Start from here." (point underneath the capital 'Q')

After this point, do not give any feedback to the learner.

On your copy of the test, record the learner's responses by inserting a slash (/) underneath any incorrect letters. You may choose to use IPA symbols to record incorrect responses. Add up the number of empty boxes and fill in the box.

RECORD SHEET												NAME: _____	DATE: _____	AGE: _____								
THRASS TEST												CLASS: _____	NA <input type="checkbox"/>	lower-case <input checked="" type="checkbox"/> / 26	CAPITAL <input checked="" type="checkbox"/> / 26							
m	n	b	v	c	x	z	l	k	j	h	g	f										
d	s	a	p	o	i	u	y	t	r	e	w	q										
Q	W	E	R	T	Y	U	I	O	P	A	S	F										
G	D	H	J	K	L	Z	X	C	V	B	N	M										

REMEDICATION FOR THRASS TEST ERRORS - NAME TEST

- ◆ Learners need to know the names of each lower-case and capital letter so that they can identify graphemes when reading and spelling words.
- ◆ Help them recite the Name Sequence, by listening to the RAPS AND SEQUENCES CD and simultaneously pointing underneath the letter-boxes on the THRASSCHART.
- ◆ Help them to name and overwrite/write the letters on the Formation Sheets and Size Sheets (HANDWRITING SECTION) that they need to practise.

USING THE HANDWRITING TEST

The learner writes the lower-case letters from memory.

The learner writes the capital letters from memory.

ADMINISTRATION

This test may be administered individually or to a group. If the learner does not know the names of the alphabet, dictate each letter for them to write. Only one letter should be written in each box. If necessary, watch how they form each letter.

Photocopy the Letter-box Master and the Handwriting Test Record Sheet. The test has two parts.

◆ PART 1 - LOWER-CASE HANDWRITING

Cut a Letter-box Sheet in half. Then cut out the letter-box grid as indicated. Place the grid in front of the learner. Using a pencil, point to the first box, to the right of the top arrow, and say to the learner, "See if you can write the lower-case letters in alphabetical order here. (sweep your pencil along the top row of boxes) And here. (sweep your pencil along the third row of boxes) Start from here." (point into the first box on the top row)

◆ PART 2 - CAPITAL HANDWRITING

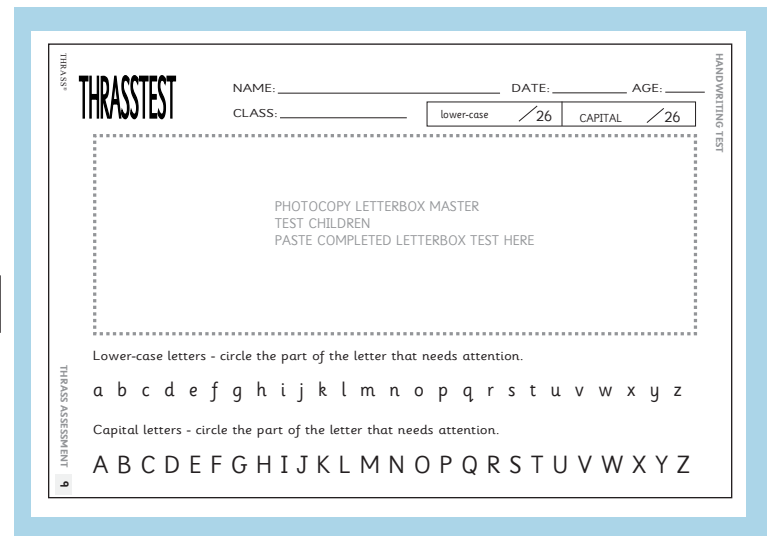
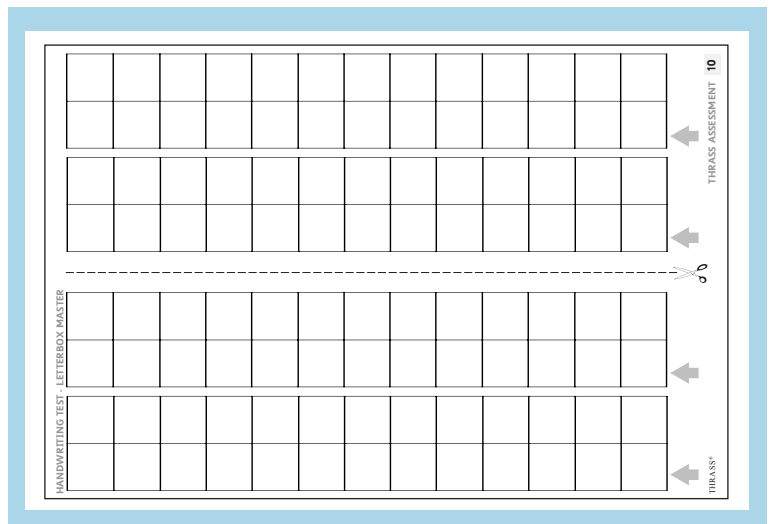
Using a pencil, point into the first box, underneath the lower-case 'a', and say to the learner, "See if you can now write the capital letters in alphabetical order here. (sweep your pencil along the second row of boxes) And here. (sweep your pencil along the fourth row of boxes) Start from here." (point into the first box under the lower-case 'a')

RECORDING RESULTS

Paste the learner's completed letter-boxes onto a record sheet. Mark the learner's letters by circling all, or part, of the lower-case and capital letters to indicate where there is a need for improvement. Do not give credit for letters that are in need of improvement or have not been crossed or if the lower-case 'i' and 'j' have not been dotted. Do not penalise letters that differ in size. Add the number of correctly formed letters and fill in the appropriate boxes.

REMEDIATION FOR THRASSTEST ERRORS - HANDWRITING TEST

- ◆ Help the learner to recite the Lower-case Handwriting Sequence and/or the Capital Handwriting Sequence, by listening to the CD and simultaneously naming and overwriting the letters on the Name and Overwrite Sheet and, if desirable and appropriate, the Lower-case Formation Sheet and/or Capital Formation Sheet in the HANDWRITING SECTION.
- ◆ Help them to name and overwrite the letters on the Formation Sheets and Size Sheets (HANDWRITING SECTION) that they need to practise.



USING THE WORD RECOGNITION TEST

The learner identifies the correct spelling of a THRASSWORD from a choice of four spellings and does so for the 120 THRASSWORDS.

ADMINISTRATION

This test may be administered individually or to a group. There is no time element though the test should be completed within a reasonable time.

Photocopy the Word Recognition Test. If desirable, present one line at a time by covering the other lines with card.

◆ THE TEST

Place a copy of the Word Recognition Test in front of the learner.

Point underneath the first word in the first row. Say to the learner, "Look at these four spellings of the word 'bird'. Only one of them is correct.

Circle the word that you think is the correct spelling of 'bird'."

Point underneath the first word of the second row. Say to the learner, "Look at these four spellings of 'rabbit'. Circle the word that you think is the correct spelling of the word 'rabbit'."

Say, "In each row only one of the four words is the correct spelling. Circle the word that you think is the correct spelling. Do you understand what you have to do?"

Point underneath the first box of the third row and say, "Now, start with this row."

RECORDING RESULTS
















Add the number of correct words that have been circled on each sheet and fill in the sub-total. After the last page, add the sub-totals and fill in the TOTAL box on the first page.

This task requires the learner to recognise a word by sight from a number of possible spellings. When the spelling of a word is recognised, it seems to 'jump out' and stimulate an entry in our 'mental dictionary' giving the reader access to a word's meaning and with further mental effort, the thoughts, feelings and images associated with it. Reading and spelling are, therefore, related visual tasks.

It is interesting to note that when spelling words they are not sure of, many people need to actually see the word before they are able to confirm the spelling. They, therefore, write the word, sometimes with alternative spellings, to 'see if it looks right'.

REMIEDIATION FOR THRASSTEST ERRORS - WORD RECOGNITION TEST

- ◆ Help the learner to recite the THRASSWORD Sequence, by listening to the CD and simultaneously pointing underneath the words on the THRASSCHART.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to match the words that they need to practise with the pictures on the THRASSWORD Picture Sheets - see the CHARTS SECTION on this CD for these sheets and suggestions on their usage.
- ◆ Help them to copy the words that they need to practise into the spaces provided on the Spelling Sheet (SPELLING SECTION) and to learn to spell them.

WORD RECOGNITION TEST				
THRASSTEST		NAME:	DATE:	AGE:
SHEET 1		CLASS:	SUB-TOTAL	TOTAL
Circle the correct spelling for each THRASSWORD.				
	berd	bird	bord	burd
	rabbit	rabit	rabbet	wrabit
	katt	kat	qat	cat
	citten	kitten	kitern	qitten
	duck	duk	duc	duq
	scool	skool	school	sqool
	quean	cwean	kween	queen
	chare	chair	tchair	tchare
	wach	watch	woch	wotch
	dog	dogg	dag	dagg
	ladar	lader	laddor	ladder
	fiti	fish	fich	phish
	coffee	cofey	coffey	coffy
	dolfen	dolphin	dolfin	dolphin
	gate	gayt	gatt	gait

USING THE GRAPHEME TEST

The learner chooses the correct grapheme from a phoneme-box to complete a THRASSWORD, and does so for all 120 THRASSWORDS.

ADMINISTRATION

This test may be administered individually or to a group. Photocopy the THRASS Grapheme Test sheets. Note that in this test a learner's initial selections, where there are two or more graphemes, may wholly or partly determine the following selection (s). If necessary, watch how confidently the learner selects the initial and following graphemes.

◆ THE TEST

Place a copy of the Grapheme Test in front of the learner. Point underneath the first word, 'ra__it', in the first row. Say to the learner, "Look at this word."

Point underneath the second word, '_ird', and say, "Look at this word." Then say,

"A grapheme (spelling choice) has been missed out of this word and this word. (point underneath rabbit and then bird)

Look at the phoneme-box here. (point underneath the box in the top left-hand corner) Which of these graphemes do you think is correct for this word? (point underneath the first word) And this word? (point underneath the second word) You have to choose a grapheme to correctly spell each word. What do you have to do to correctly spell each word?"

Learner: "Choose a grapheme/spelling choice."

Then say,

"When you have done this row, (sweep your index-finger underneath the first row of words) do this row. (sweep your index-finger underneath the second row) and so on."















RECORDING RESULTS

Circle the graphemes in the words that have been incorrectly completed. Add up the words that have been correctly completed on each sheet and fill in the sub-total. After the last page, add the sub-totals and fill in the TOTAL box on the first page.

REMEDICATION FOR THRASSTEST ERRORS - GRAPHEME TEST

- ◆ Help the learners to improve their Consonant Phoneme Score and/or Vowel Phoneme Score. Help them to recite the Consonant Phoneme Sequence and/or Vowel Phoneme Sequence by listening to the CD and simultaneously pointing underneath the phoneme-boxes on the GRAPHEMECHART.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to copy the words that they need to practise into the spaces provided on the Spelling Sheet (SPELLING SECTION) and to learn to spell them.

GRAPHEME TEST
THRASSTEST NAME: _____ DATE: _____ AGE: _____
CLASS: _____ CPS VPS SUB-TOTAL TOTAL
SHEET 1 Choose the correct grapheme from the phoneme-box to complete the word.

b bb *					
ra__it		__ird			
c k ck ch q *					
__itten	du__	__ueen	__at	s__ool	
ch tch *					
wa__		__air			
d dd *					
la__er		__og			
f ff ph *					
dol__in	__ish	co__ee			

THRASS® THRASS ASSESSMENT 21

USING THE PHONOGRAPHIC TEST

The learner is tested for spelling, phonemic awareness and graphemic awareness.

ADMINISTRATION

This test may be administered individually or to a group. Photocopy the Phonographic Test.

Using the illustrations as cues, the learner writes the THRASSWORD, determines the number of phonemes in the word (phonemic awareness), recalls the 'key grapheme', determines if the 'key grapheme' is a graph, digraph or trigraph, and determines whether the 'key grapheme' represents a consonant or vowel phoneme. The last three tasks contribute to graphemic awareness. It is acknowledged that the last task is less so because the words have not been presented randomly. Maintaining the word order enables each THRASSWORD to be easily located. The second column of each sheet may be used for a spelling test of the THRASSWORDS before starting the program.

PHONOGRAPHIC TEST NAME: _____ DATE: _____ AGE: _____

SHEET NUMBER	PHONOGRAPHIC AWARENESS				
	SPELLING	PHONEMIC AWARENESS	SUB-WORD		
			KEY GRAPHEME	GRAPHEME G D T	CONSONANT VOWEL
1					
2					
3					

PHONOGRAPHIC TEST NAME: _____ DATE: _____

THRASSTEST SHEET 15	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme

THRASS® THRASS ASSESSMENT 46

◆ THE TEST

Place a copy of the Phonographic Test in front of the learner. Point underneath the picture of the word 'bird'. Say to the learner,

"Look at this picture. Which THRASSWORD is this picture for?" In the same row, point underneath the next box and say, "Using lower-case letters, write the word here." When the learner is ready, say, "How many phonemes are in the word 'bird'? Write your answer here." (point underneath the appropriate box) Then say, "Can you remember which was the 'key grapheme' in the word? Write your answer here." (point underneath the appropriate box) Then say, "Is the grapheme a graph, digraph or trigraph? Write your answer here." (point underneath the appropriate box) Finally, say, "Does the grapheme represent a consonant or vowel phoneme? Write your answer here. (point underneath the appropriate box) Do you understand what you have to do? Now do the rest of the pictures."

RECORDING RESULTS

Check the words and circle the spellings, number of phonemes, 'key graphemes', graphs, digraphs and trigraphs and the consonant and vowel phoneme responses that are incorrect. Add the correct responses on each sheet and fill in the appropriate boxes on the record sheet. Add the scores to give totals and percentages for the five phonographic awareness skills.

REMIEDIATION FOR THRASSTEST ERRORS - PHONOGRAPHIC TEST

- ◆ Help the learner to recite the THRASSWORD Sequence, the Consonant Phoneme Sequence and the Vowel Phoneme Sequence, by listening to the Raps and Sequences CD, while simultaneously pointing underneath words on the THRASSWORD CHART and phoneme-boxes on the THRASSCHART. Copies of both charts may be found in the CHARTS SECTION of this Resource Kit CD.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to complete the tasks for the words on the Phoneme Sheets (READING SECTION) that they need to practise.

RECORD SHEET

THRASSTEST

NAME: _____ DATE: _____ AGE: _____

CLASS: _____

NA

lower-case

26

CAPITAL

26

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

USING THE HANDWRITING TEST

The learner writes the lower-case letters from memory.

The learner writes the capital letters from memory.

ADMINISTRATION

This test may be administered individually or to a group. If the learner does not know the names of the alphabet, dictate each letter for them to write. Only one letter should be written in each box. If necessary, watch how they form each letter.

Photocopy the Letter-box Master and the Handwriting Test Record Sheet. The test has two parts.

◆ PART 1 - LOWER-CASE HANDWRITING

Cut a Letter-box Sheet in half. Then cut out the letter-box grid as indicated. Place the grid in front of the learner. Using a pencil, point to the first box, to the right of the top arrow, and say to the learner, "See if you can write the lower-case letters in alphabetical order here. (sweep your pencil along the top row of boxes) And here. (sweep your pencil along the third row of boxes) Start from here." (point into the first box on the top row)

◆ PART 2 - CAPITAL HANDWRITING

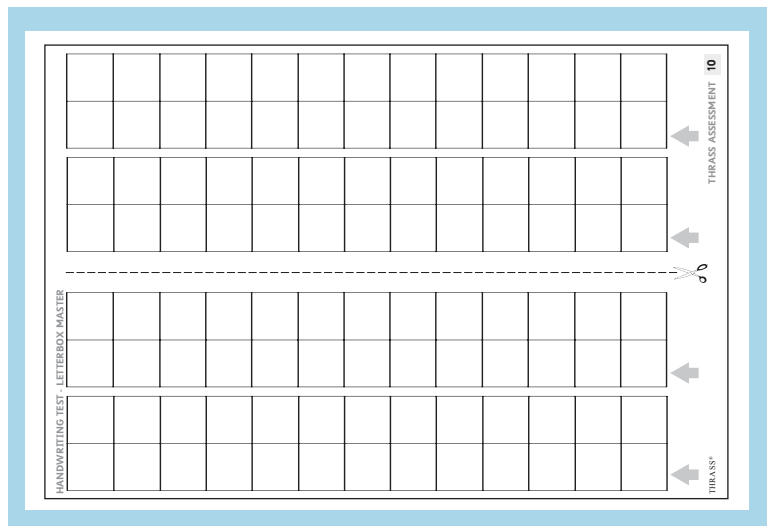
Using a pencil, point into the first box, underneath the lower-case 'a', and say to the learner, "See if you can now write the capital letters in alphabetical order here. (sweep your pencil along the second row of boxes) And here. (sweep your pencil along the fourth row of boxes) Start from here." (point into the first box under the lower-case 'a')

RECORDING RESULTS

Paste the learner's completed letter-boxes onto a record sheet. Mark the learner's letters by circling all, or part, of the lower-case and capital letters to indicate where there is a need for improvement. Do not give credit for letters that are in need of improvement or have not been crossed or if the lower-case 'i' and 'j' have not been dotted. Do not penalise letters that differ in size. Add the number of correctly formed letters and fill in the appropriate boxes.

REMEDICATION FOR THRASSTEST ERRORS - HANDWRITING TEST

- ◆ Help the learner to recite the Lower-case Handwriting Sequence and/or the Capital Handwriting Sequence, by listening to the CD and simultaneously naming and overwriting the letters on the Name and Overwrite Sheet and, if desirable and appropriate, the Lower-case Formation Sheet and/or Capital Formation Sheet in the HANDWRITING SECTION.
- ◆ Help them to name and overwrite the letters on the Formation Sheets and Size Sheets (HANDWRITING SECTION) that they need to practise.



THRASSTEST

NAME: _____ DATE: _____ AGE: _____
CLASS: _____ lower-case / 26 CAPITAL / 26

PHOTOCOPY LETTERBOX MASTER
TEST CHILDREN
PASTE COMPLETED LETTERBOX TEST HERE

Lower-case letters - circle the part of the letter that needs attention.
a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital letters - circle the part of the letter that needs attention.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

THRASSTEST

NAME: _____ DATE: _____ AGE: _____

CLASS: _____

lower-case	/ 26	CAPITAL	/ 26
------------	------	---------	------

PHOTOCOPY LETTERBOX MASTER
TEST CHILDREN
PASTE COMPLETED LETTERBOX TEST HERE

Lower-case letters - circle the part of the letter that needs attention.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital letters - circle the part of the letter that needs attention.

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

USING THE WORD RECOGNITION TEST

The learner identifies the correct spelling of a THRASSWORD from a choice of four spellings and does so for the 120 THRASSWORDS.

ADMINISTRATION

This test may be administered individually or to a group. There is no time element though the test should be completed within a reasonable time.

Photocopy the Word Recognition Test. If desirable, present one line at a time by covering the other lines with card.

◆ THE TEST

Place a copy of the Word Recognition Test in front of the learner.

Point underneath the first word in the first row. Say to the learner, "Look at these four spellings of the word 'bird'. Only one of them is correct.

Circle the word that you think is the correct spelling of 'bird'."

Point underneath the first word of the second row. Say to the learner, "Look at these four spellings of 'rabbit'. Circle the word that you think is the correct spelling of the word 'rabbit'."

Say, "In each row only one of the four words is the correct spelling. Circle the word that you think is the correct spelling. Do you understand what you have to do?"

Point underneath the first box of the third row and say, "Now, start with this row."

RECORDING RESULTS
















Add the number of correct words that have been circled on each sheet and fill in the sub-total. After the last page, add the sub-totals and fill in the TOTAL box on the first page.

This task requires the learner to recognise a word by sight from a number of possible spellings. When the spelling of a word is recognised, it seems to 'jump out' and stimulate an entry in our 'mental dictionary' giving the reader access to a word's meaning and with further mental effort, the thoughts, feelings and images associated with it. Reading and spelling are, therefore, related visual tasks.

It is interesting to note that when spelling words they are not sure of, many people need to actually see the word before they are able to confirm the spelling. They, therefore, write the word, sometimes with alternative spellings, to 'see if it looks right'.

REMIEDIATION FOR THRASSTEST ERRORS - WORD RECOGNITION TEST

- ◆ Help the learner to recite the THRASSWORD Sequence, by listening to the CD and simultaneously pointing underneath the words on the THRASSCHART.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to match the words that they need to practise with the pictures on the THRASSWORD Picture Sheets - see the CHARTS SECTION on this CD for these sheets and suggestions on their usage.
- ◆ Help them to copy the words that they need to practise into the spaces provided on the Spelling Sheet (SPELLING SECTION) and to learn to spell them.

WORD RECOGNITION TEST				
THRASSTEST		NAME: _____	DATE: _____	AGE: _____
SHEET 1		CLASS: _____	SUB-TOTAL <input type="checkbox"/>	TOTAL <input type="checkbox"/>
Circle the correct spelling for each THRASSWORD.				
	berd	bird	bord	burd
	rabbit	rabit	rabbet	wrabit
	katt	kat	qat	cat
	citten	kitten	kitern	qitten
	duck	duk	duc	duq
	scool	skool	school	sqool
	quean	cwean	kween	queen
	chare	chair	tchair	tchare
	wach	watch	woch	wotch
	dog	dogg	dag	dagg
	ladar	lader	laddor	ladder
	fiti	fish	fich	phish
	coffee	cofey	coffey	coffy
	dolfen	dolphin	dolfin	dolphin
	gate	gayt	gatt	gait

NAME: _____ DATE: _____ AGE: _____






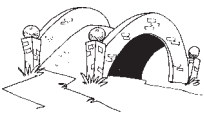



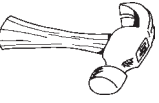

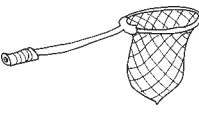



CLASS: _____ SUB-TOTAL TOTAL

SHEET 1

Circle the correct spelling for each THRASSWORD.

	berd	bird	bord	burd
	rabbit	rabit	rabbet	wrabit
	katt	kat	qat	cat
	citten	kitten	kitern	qitten
	duck	duk	duc	duq
	scool	skool	school	sqool
	quean	cwean	kween	queen
	chare	chair	tchair	tchare
	wach	watch	woch	wotch
	dog	dogg	dag	dagg
	ladar	lader	laddor	ladder
	fiti	fish	fich	phish
	coffee	cofey	coffey	coffy
	dolfen	dollphin	dolfin	dolphin
	gate	gayt	gatt	gait

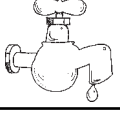



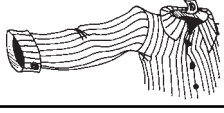


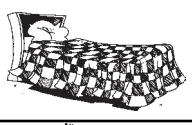

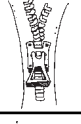

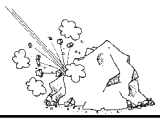
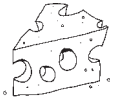
Circle the correct spelling for each THRASSWORD.

	egg	eg	eag	eagg
	hannd	hand	haknd	handd
	jam	gam	jamm	gamb
	jiernt	jyernt	jiant	giant
	cayge	cage	caj	kadge
	bridge	brige	brij	bridj
	legg	leag	leg	leagg
	bel	bell	beal	beall
	mouse	mowse	mouss	mows
	hamor	hammer	hammor	hamer
	lam	lamm	lamb	llam
	net	neatt	knet	kneat
	dinnor	dinnar	dinure	dinner
	knee	ne	nea	kney
	cing	kin	king	qing





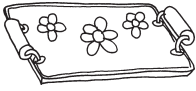










Circle the correct spelling for each THRASSWORD.

	ink	ingk	inck	ingck
	pander	panda	pandar	pandor
	hipo	hipow	hippow	hippo
	rayn	rain	rayne	wrain
	cherry	cheree	chery	cherrey
	rist	risst	wrist	wristt
	sun	sunn	sonn	sukn
	dres	dreas	dress	drese
	hors	hauss	horse	hoors
	sity	city	citee	citea
	ice	ighs	iss	ys
	treser	tresure	treasure	tresor
	shark	shak	chark	tiarck
	stashon	station	stashun	stasher
	cheaf	shef	sheff	chef

Circle the correct spelling for each THRASSWORD.

	tapp	ttap	tap	ttapp
	letter	leter	lether	leture
	thumm	fum	thum	thumb
	phever	feather	fether	pheather
	voyce	voiss	voice	voise
	sleave	sleeve	sleyve	slev
	water	worter	warter	whortor
	weel	wheal	wheel	weell
	kuilt	cwilt	kwilt	quilt
	yorn	yawn	yaun	yoorn
	zzipp	zipp	zepp	zip
	fezz	phiz	fizz	phizz
	sneeze	sneaz	sneez	sneyze
	lazer	layser	laser	laizer
	cheaz	cheese	cheez	cheys

Circle the correct spelling for each THRASSWORD.

	ant	annt	antt	anntt
	babey	baibe	baybee	baby
	taipe	taip	tape	tayp
	snayerl	snail	snail	snale
	tray	trai	tra	trey
	hayer	haire	haer	hair
	skwair	sqware	skwaer	square
	car	kar	qar	karr
	banana	benarner	banarna	bernaner
	bedd	bed	beadd	bbed
	bread	bredd	breadd	bbred
	mee	mea	mey	me
	beech	beach	bech	beetch
	tree	trea	tre	trey
	kee	cey	qey	key









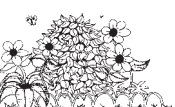





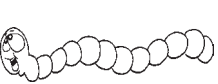
NAME: _____ DATE: _____ AGE: _____

CLASS: _____















SUB-TOTAL

SHEET 6















Circle the correct spelling for each THRASSWORD.

	pone	powknee	poane	pony
	ear	eer	eaer	eyer
	deayer	deyer	deer	de aer
	teacher	teecher	teetcher	teachor
	coller	collar	koller	coler
	dockter	dokter	doctter	doctor
	measure	meser	measer	mesar
	zeabrer	zebrar	zebra	zebb rer
	gadern	garden	garddern	gardin
	fossierl	foserl	fossil	fossil
	liern	lyern	lion	liernn
	circus	serkerss	sirkus	cerkers
	firn	furn	forn	fern
	shirt	shert	shurt	churtt
	werm	wurm	worm	wirm

Circle the correct spelling for each THRASSWORD.

	fer	fur	phur	phir
	tin	tinn	tenn	tikn
	piramid	pirremid	pyramid	pirumid
	tighger	tyger	teyeger	tiger
	kite	kight	kytt	cit
	lyte	light	lite	lytt
	fli	fly	fligh	phly
	frog	phrog	frogg	frag
	swon	swonn	swakn	swan
	noaz	noz	knoze	nose
	boat	bowt	bote	bot
	knoat	note	noate	knowt
	snowe	sno	snoa	snow
	coyn	coin	koin	coyne
	toi	toiy	ttoi	toy

Circle the correct spelling for each THRASSWORD.

	book	buk	boock	booq
	booll	bool	bull	bul
	moonn	moon	mewn	muenn
	glew	glue	gloo	gloow
	skrew	screw	scroo	skrue
	loer	lure	luer	lewu
	fauck	fawk	fork	phork
	ball	borl	borll	baul
	sawce	sawss	soorse	sauce
	saw	sor	sau	soor
	daw	dor	door	dau
	cou	kou	cow	kow
	howse	house	hows	howss
	bus	buss	bos	boos
	glove	gluv	gluve	glov

USING THE GRAPHEME TEST

The learner chooses the correct grapheme from a phoneme-box to complete a THRASSWORD, and does so for all 120 THRASSWORDS.

ADMINISTRATION

This test may be administered individually or to a group. Photocopy the THRASS Grapheme Test sheets. Note that in this test a learner's initial selections, where there are two or more graphemes, may wholly or partly determine the following selection (s). If necessary, watch how confidently the learner selects the initial and following graphemes.

◆ THE TEST

Place a copy of the Grapheme Test in front of the learner. Point underneath the first word, 'ra__it', in the first row. Say to the learner, "Look at this word."

Point underneath the second word, '_ird', and say, "Look at this word." Then say,

"A grapheme (spelling choice) has been missed out of this word and this word. (point underneath rabbit and then bird)

Look at the phoneme-box here. (point underneath the box in the top left-hand corner) Which of these graphemes do you think is correct for this word? (point underneath the first word) And this word? (point underneath the second word) You have to choose a grapheme to correctly spell each word. What do you have to do to correctly spell each word?"

Learner: "Choose a grapheme/spelling choice."

Then say,















"When you have done this row, (sweep your index-finger underneath the first row of words) do this row. (sweep your index-finger underneath the second row) and so on."

RECORDING RESULTS

Circle the graphemes in the words that have been incorrectly completed. Add up the words that have been correctly completed on each sheet and fill in the sub-total. After the last page, add the sub-totals and fill in the TOTAL box on the first page.

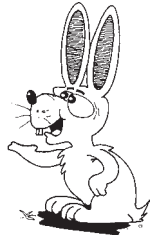
REMEDICATION FOR THRASSTEST ERRORS - GRAPHEME TEST

- ◆ Help the learners to improve their Consonant Phoneme Score and/or Vowel Phoneme Score. Help them to recite the Consonant Phoneme Sequence and/or Vowel Phoneme Sequence by listening to the CD and simultaneously pointing underneath the phoneme-boxes on the GRAPHEMECHART.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to copy the words that they need to practise into the spaces provided on the Spelling Sheet (SPELLING SECTION) and to learn to spell them.

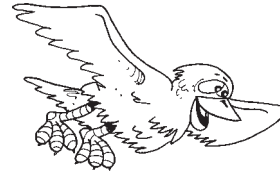
GRAPHEME TEST		NAME: _____	DATE: _____	AGE: _____	
THRASSTEST		CLASS: _____			
SHEET 1		CPS <input type="checkbox"/>	VPS <input type="checkbox"/>	SUB-TOTAL <input type="checkbox"/>	TOTAL <input type="checkbox"/>
Choose the correct grapheme from the phoneme-box to complete the word.					
b bb *					
ra__it		__ird			
c k ck ch q *					
__itten	du__	__ueen	__at	s__ool	
ch tch *					
wa__		__air			
d dd *					
la__er		__og			
f ff ph *					
dol__in	__ish	co__ee			
THRASS®		THRASS ASSESSMENT		21	

Choose the correct grapheme from the phoneme-box to complete the word.

b bb *



ra__it



__ird

c k ck ch q *



__itten



du__



__ueen



__at



s__ool

ch tch *



wa__

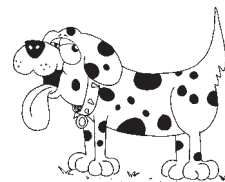


__air

d dd *

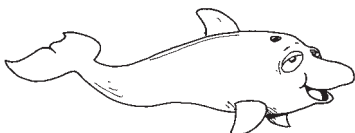


la__er



__og

f ff ph *



dol__in



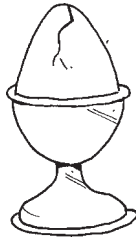
__ish



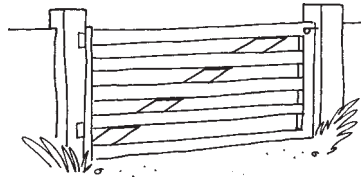
co__ee

Choose the correct grapheme from the phoneme-box to complete the word.

g gg *

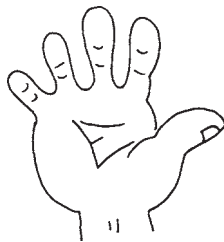


e__



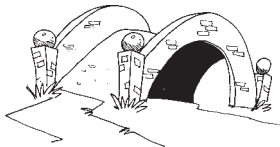
__ate

h *

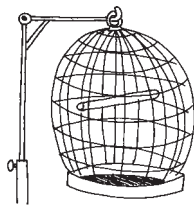


__and

j g ge dge *



bri__



ca__

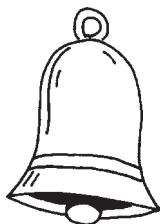


__iant



__am

l ll *

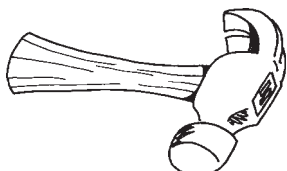


be__

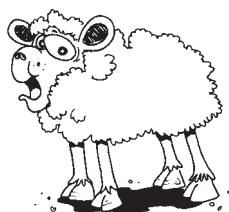


__eg

m mm mb *



ha__er



la__



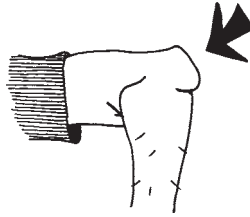
__ouse

Choose the correct grapheme from the phoneme-box to complete the word.

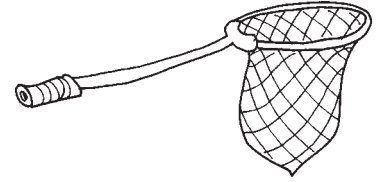
n nn kn *



di__er



__ee



__et

ng n *

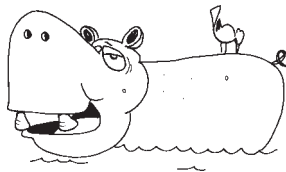


i__k



ki__

p pp *

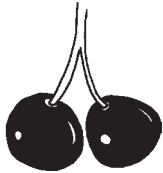


hi__o

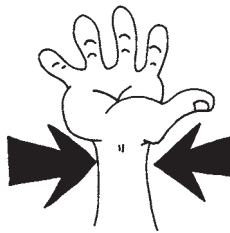


__anda

r rr wr *



che__y



__ist



__ain

s ss se c ce *



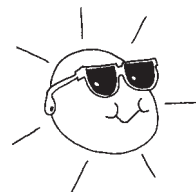
i__



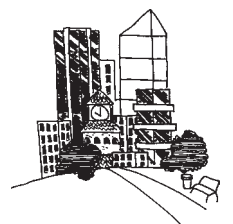
hor__



dre__



__un



__ity

Choose the correct grapheme from the phoneme-box to complete the word.

s *

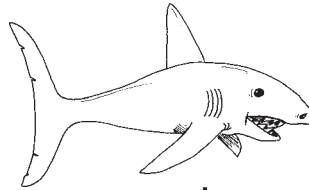


treasure

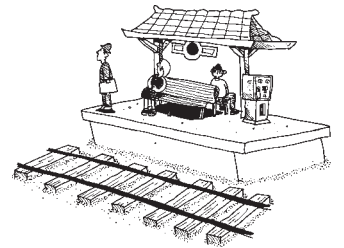
sh ti ch *



chef

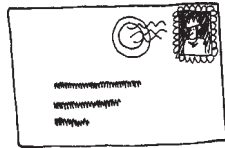


shark

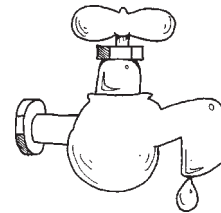


station

t tt *

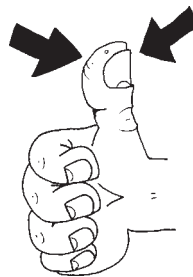


letter



tap

th *



thumb

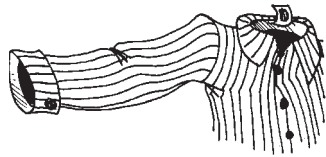
th *



feather

Choose the correct grapheme from the phoneme-box to complete the word.

v ve *

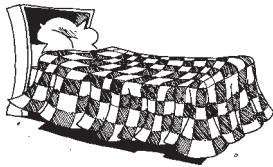


slee__

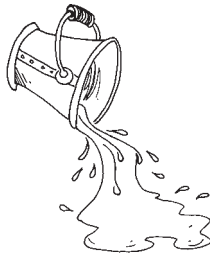


__oice

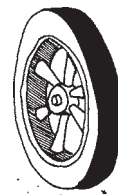
w wh u *



q__ilt



__ater



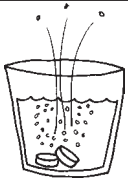
__eel

y *

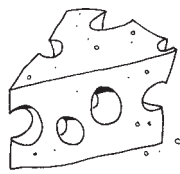


__awn

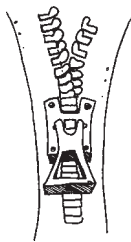
z zz ze s se *



fi__



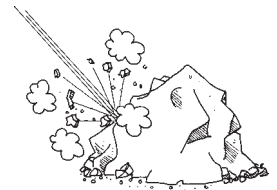
chee__



__ip



snee__



la__er

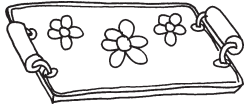
a *



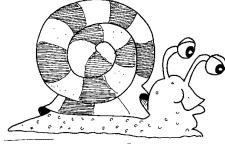
__nt

Choose the correct grapheme from the phoneme-box to complete the word.

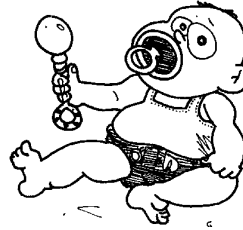
a a-e ai ay *



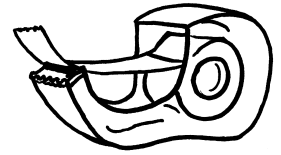
tr__



sn__l

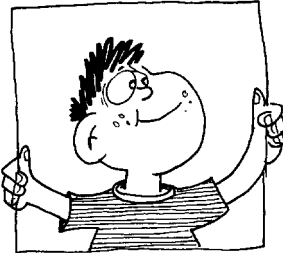


b__by



t__p__

air are *

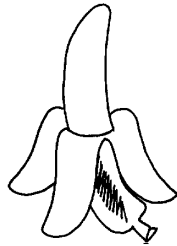


squ__

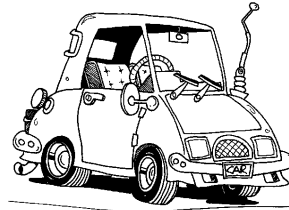


h__

ar a *

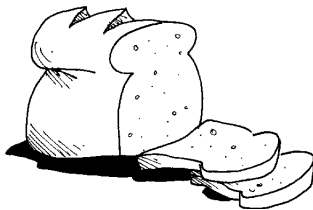


ban__na

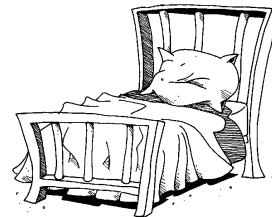


c__

e ea *

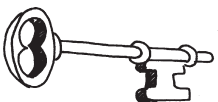


br__d



b__d

e ea ee ey y *



k__



tr__



b__ch



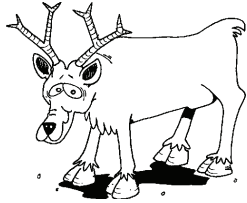
pon__



m__

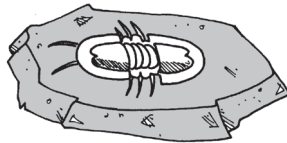
Choose the correct grapheme from the phoneme-box to complete the word.

ear eer *



d _____

er ar or ure a e i o u *

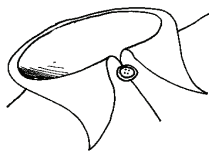


gard__n

foss__l

meas__

teach__



doct__

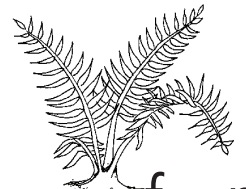
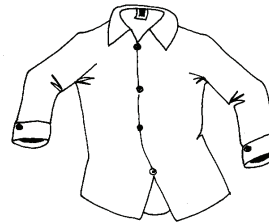
coll__

circ__s

zebr__

li__n

er ir or ur *



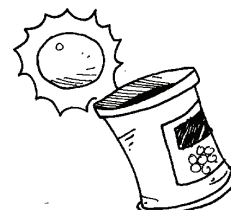
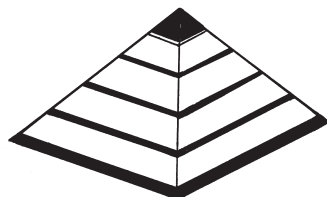
w__m

f__

sh__t

f__n

i y *



p__ramid

t__n

Choose the correct grapheme from the phoneme-box to complete the word.

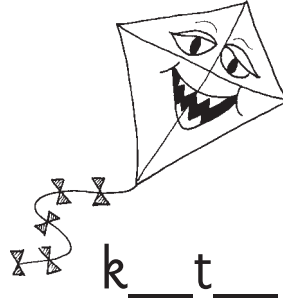
i i-e igh y *



fl__



l__t

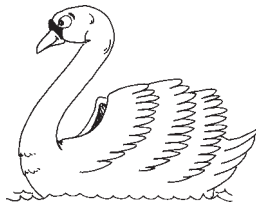


k__t__



t__ger

o a *



sw__n



fr__g

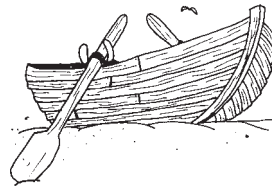
o oa o-e ow *



n__t__



sn_____

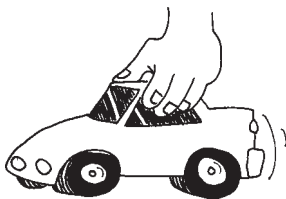


b__t



n__se

oi oy *



t__

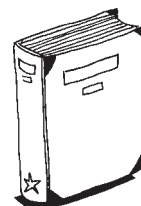


c__n

oo u *



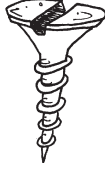
b__ll



b__k

Choose the correct grapheme from the phoneme-box to complete the word.

oo ew ue *



scr__



gl__



m__n

ure *

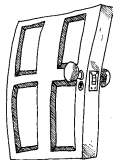


l__

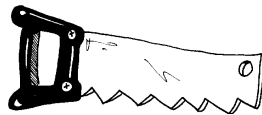
or a au aw oor *



b__ll



d__



s__



f__k

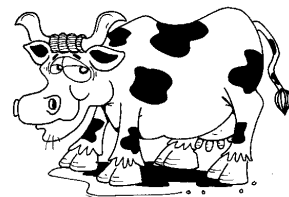


s__ce

ow ou *

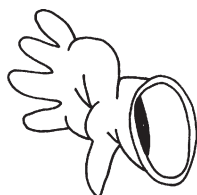


h__se

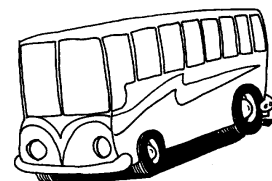


c__

u o *



gl__ve



b__s

USING THE PHONOGRAPHIC TEST

The learner is tested for spelling, phonemic awareness and graphemic awareness.

ADMINISTRATION









This test may be administered individually or to a group. Photocopy the Phonographic Test.

Using the illustrations as cues, the learner writes the THRASSWORD, determines the number of phonemes in the word (phonemic awareness), recalls the 'key grapheme', determines if the 'key grapheme' is a graph, digraph or trigraph, and determines whether the 'key grapheme' represents a consonant or vowel phoneme. The last three tasks contribute to graphemic awareness. It is acknowledged that the last task is less so because the words have not been presented randomly. Maintaining the word order enables each THRASSWORD to be easily located. The second column of each sheet may be used for a spelling test of the THRASSWORDS before starting the program.

PHONOGRAPHIC TEST NAME: _____ DATE: _____ AGE: _____

SHEET NUMBER	PHONOGRAPHIC AWARENESS				
	WHOLE WORD	SUB-WORD			
		PHONEMIC AWARENESS	GRAPHEMIC AWARENESS		
KEY GRAPHEME	GRAPHEME G D T	CONSONANT VOWEL			
1					
2					
3					

PHONOGRAPHIC TEST NAME: _____ DATE: _____

THRASSTEST SHEET 15	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
					
					
					
					
					
					
					
					

THRASS ASSESSMENT 46

◆ THE TEST

Place a copy of the Phonographic Test in front of the learner. Point underneath the picture of the word 'bird'. Say to the learner,

"Look at this picture. Which THRASSWORD is this picture for?" In the same row, point underneath the next box and say, "Using lower-case letters, write the word here." When the learner is ready, say, "How many phonemes are in the word 'bird'? Write your answer here." (point underneath the appropriate box) Then say, "Can you remember which was the 'key grapheme' in the word? Write your answer here." (point underneath the appropriate box) Then say, "Is the grapheme a graph, digraph or trigraph? Write your answer here." (point underneath the appropriate box) Finally, say, "Does the grapheme represent a consonant or vowel phoneme? Write your answer here. (point underneath the appropriate box) Do you understand what you have to do? Now do the rest of the pictures."

RECORDING RESULTS

Check the words and circle the spellings, number of phonemes, 'key graphemes', graphs, digraphs and trigraphs and the consonant and vowel phoneme responses that are incorrect. Add the correct responses on each sheet and fill in the appropriate boxes on the record sheet. Add the scores to give totals and percentages for the five phonographic awareness skills.

REMIEDIATION FOR THRASSTEST ERRORS - PHONOGRAPHIC TEST

- ◆ Help the learner to recite the THRASSWORD Sequence, the Consonant Phoneme Sequence and the Vowel Phoneme Sequence, by listening to the Raps and Sequences CD, while simultaneously pointing underneath words on the THRASSWORD CHART and phoneme-boxes on the THRASSCHART. Copies of both charts may be found in the CHARTS SECTION of this Resource Kit CD.
- ◆ Help them to spell the words on the Grapheme Sheets (SPELLING SECTION) that they need to practise.
- ◆ Help them to complete the tasks for the words on the Phoneme Sheets (READING SECTION) that they need to practise.

PHONOGRAPHIC TEST

NAME: _____ DATE: _____ AGE: _____

THRASS TEST

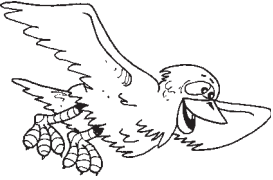
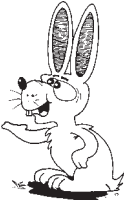






		PHONOGRAPHIC AWARENESS			
		WHOLE WORD	SUB-WORD		
SHEET NUMBER	SPELLING	PHONEMIC AWARENESS	GRAPHEMIC AWARENESS		
			KEY GRAPHEME	GRAPHEME G D T	CONSONANT VOWEL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
TOTAL		/120	/120	/120	/120
	%				

NAME: _____

DATE: _____

THRASS TEST

SHEET 1

Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
				
				
				
				
				
				
				
				

NAME: _____

DATE: _____

THRASSTEST

SHEET 2

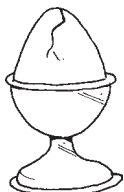
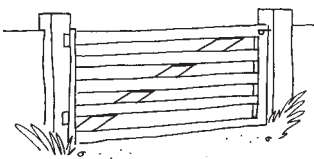
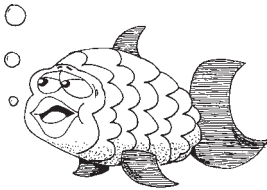
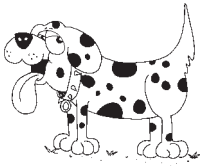
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme



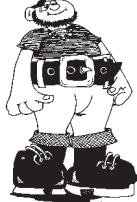
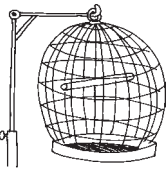


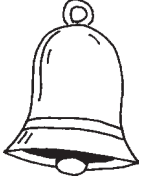



NAME: _____

DATE: _____

THRASS TEST

SHEET 3

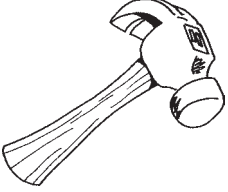
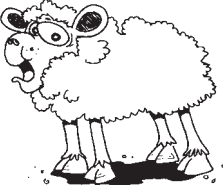
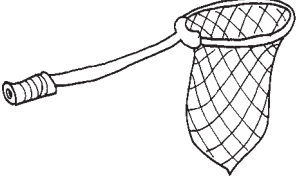

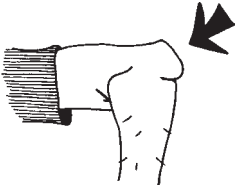



Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
				
				
				
				
				
				
				
				

NAME: _____

DATE: _____

THRASSTEST

SHEET 4

	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
					
					
					
					
					
					
					
					

NAME: _____

DATE: _____

THRASSTEST

SHEET 5

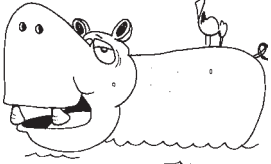

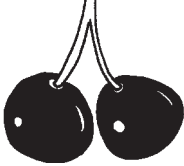



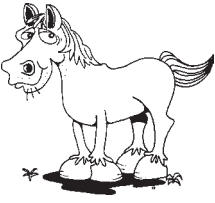

Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme

NAME: _____

DATE: _____

THRASSTEST

SHEET 6

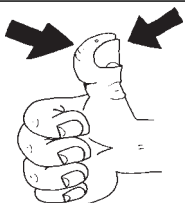
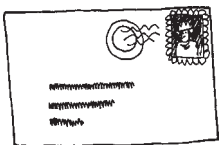
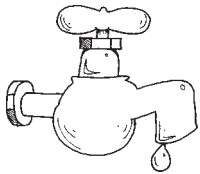
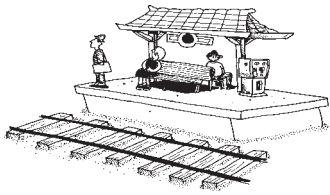
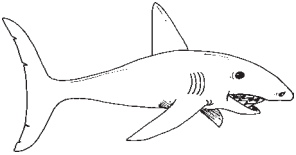
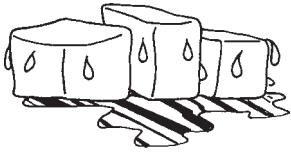
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme



NAME: _____

DATE: _____

THRASSTEST

SHEET 7

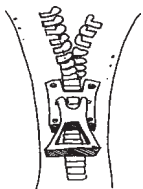
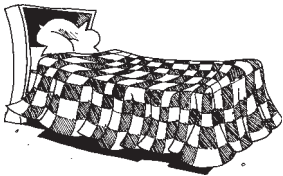
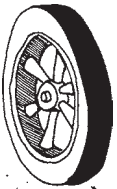
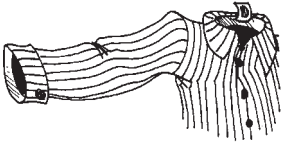
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme



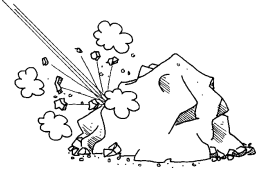
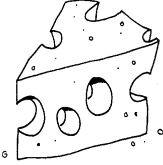

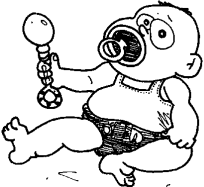

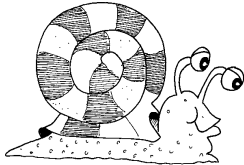


NAME: _____

DATE: _____

THRASS TEST

SHEET 8

	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
					
					
					
					
					
					
					
					

NAME: _____

DATE: _____

THRASSTEST

SHEET 9

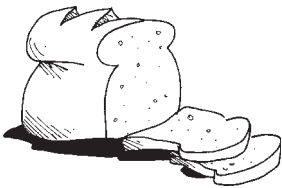
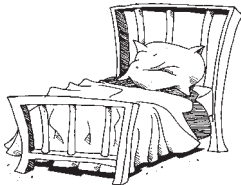
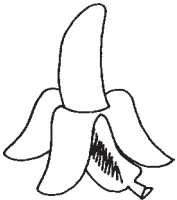
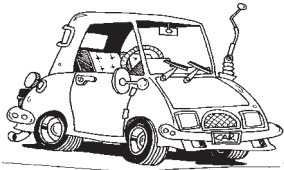
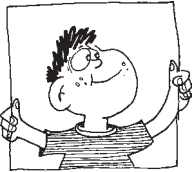
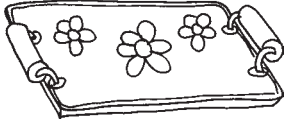
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme



NAME: _____

DATE: _____

THRASSTEST

SHEET 10



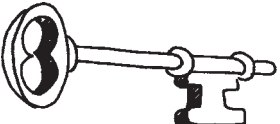
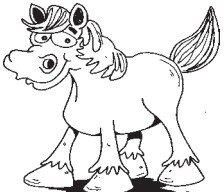



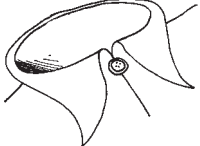
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme

NAME: _____

DATE: _____

THRASSTEST

SHEET 11

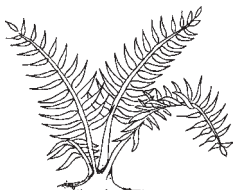
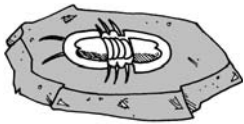
Write the word in lower-case letters

Number of phonemes

What was the key grapheme?

graph
digraph
trigraph

consonant
or
vowel
phoneme







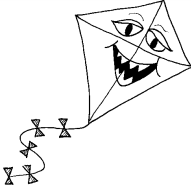
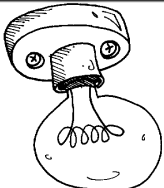


NAME: _____

DATE: _____

THRASS TEST

SHEET 12

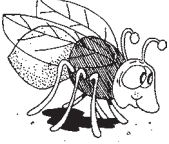

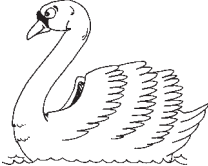

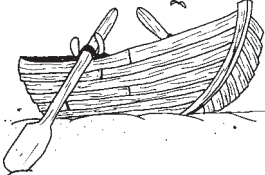



Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
				
				
				
				
				
				
				
				

NAME: _____

DATE: _____

THRASSTEST

SHEET 13

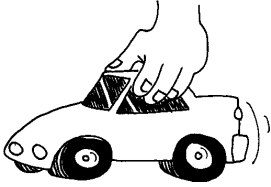
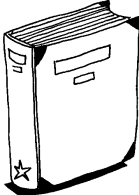






Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
				
				
				
				
				
				
				
				

NAME: _____

DATE: _____

THRASSTEST

SHEET 14

	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
					
					
					
					
					
					
					
					

NAME: _____

DATE: _____

THRASS TEST

SHEET 15

	Write the word in lower-case letters	Number of phonemes	What was the key grapheme?	graph digraph trigraph	consonant or vowel phoneme
