

Unit 1

Student _____

Date _____

Record successful responses with a check ☒. Answers, when provided, appear in *italics*.

Examiner _____

Student Correctly Identifies Lower-Case Letters and Give Sounds

Using your Standard Sound Cards, point to letters and have student name each letter-keyword and sound. Provide an example, pointing to the letter **c**, say **c-cat-/k/**. Ask, "What is the letter, the keyword and sound?" If student is unable to do this, have student **find** letters. Say, "Find the letter **a**." Note if student can find letters but not yet name them.

a	name <input type="checkbox"/>	sound <input type="checkbox"/>	r	name <input type="checkbox"/>	sound <input type="checkbox"/>	z	name <input type="checkbox"/>	sound <input type="checkbox"/>	b	name <input type="checkbox"/>	sound <input type="checkbox"/>	g	name <input type="checkbox"/>	sound <input type="checkbox"/>
j	name <input type="checkbox"/>	sound <input type="checkbox"/>	k	name <input type="checkbox"/>	sound <input type="checkbox"/>	e	name <input type="checkbox"/>	sound <input type="checkbox"/>	o	name <input type="checkbox"/>	sound <input type="checkbox"/>	v	name <input type="checkbox"/>	sound <input type="checkbox"/>

Score: _____ out of 10 (Naming Letters) _____ out of 10 (Sounds)

Student Correctly Identifies Letter Corresponding to Sound

Using the student's Letter Board and Letter Tiles, say sound and have student point to corresponding letters. Ask, "What says /s/?"

/s/ s <input type="checkbox"/>	/n/ n <input type="checkbox"/>	/i/ i <input type="checkbox"/>	/kw/ q <input type="checkbox"/>	/f/ f <input type="checkbox"/>
/u/ u <input type="checkbox"/>	/h/ h <input type="checkbox"/>	/l/ l <input type="checkbox"/>	/p/ p <input type="checkbox"/>	/m/ m <input type="checkbox"/>

Score: _____ out of 10

Student Correctly Forms Lower-Case Letters

Using the student's Dry Erase Writing Tablet, dictate letters and have student write the lower-case letter. Say, "Write the letter **t**." Hold students accountable for correct letter formation.

t <input type="checkbox"/>	c <input type="checkbox"/>	g <input type="checkbox"/>	n <input type="checkbox"/>	a <input type="checkbox"/>
p <input type="checkbox"/>	e <input type="checkbox"/>	d <input type="checkbox"/>	h <input type="checkbox"/>	f <input type="checkbox"/>

Score: _____ out of 10

Unit 2

Student _____

Date _____

Record successful responses with a check ☒. Answers, when provided, appear in italics.

Examiner _____

Student Correctly Blends Sounds to Form Words

Say sounds one at a time and have student blend to form word. Say, "I will say sounds slowly. Blend them together and tell me the word."

/s/ /ă/ /t/ sat <input type="checkbox"/>	/f/ /î/ /t/ fit <input type="checkbox"/>	/p/ /ô/ /k/ poke <input type="checkbox"/>	/m/ /ă/ /d/ made <input type="checkbox"/>	/z/ /ă/ /p/ zap <input type="checkbox"/>
--	--	---	---	--

Score: _____ out of 5

Student Correctly Reads CVC Words

Make words below with Standard Sound Cards. Have students tap and blend to read the word.

m a p map <input type="checkbox"/>	n a p nap <input type="checkbox"/>	f u n fun <input type="checkbox"/>	l i p lip <input type="checkbox"/>	n e t net <input type="checkbox"/>
s e t set <input type="checkbox"/>	s i t sit <input type="checkbox"/>	r o b rob <input type="checkbox"/>	m u d mud <input type="checkbox"/>	b o x box <input type="checkbox"/>

Score: _____ out of 10

Student Correctly Forms Upper-Case Letters

Using the student's Dry Erase Writing Tablet, dictate letters and have student write the upper-case letter on a Large Writing Grid. Say, "Write the upper-case letter G."

G <input type="checkbox"/>	N <input type="checkbox"/>	Z <input type="checkbox"/>	P <input type="checkbox"/>	H <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>	X <input type="checkbox"/>	B <input type="checkbox"/>	V <input type="checkbox"/>

Score: _____ out of 10

Student Correctly Names Letters in Alphabetical Order

Ask student to place Letter Tiles onto Letter Board and to recite the alphabet in order.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
------------------------------	-----------------------------	-----------

Unit 3

Student _____

Date _____

Record successful responses with a check ☒. Answers, when provided, appear in italics.

Examiner _____

Student Correctly Segments a Word into Its Sounds

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say 'mop,' you would say /m/ /ō/ /p/. "Tell me the sounds in 'tap.'"

tap /t/ /ă/ /p/ <input type="checkbox"/>	sheep /sh/ /ē/ /p/ <input type="checkbox"/>	job /j/ /ō/ /b/ <input type="checkbox"/>	dig /d/ /ĭ/ /g/ <input type="checkbox"/>	note /n/ /ō/ /t/ <input type="checkbox"/>
bait /b/ /ā/ /t/ <input type="checkbox"/>	bib /b/ /ĭ/ /b/ <input type="checkbox"/>	pet /p/ /ē/ /t/ <input type="checkbox"/>	coat /k/ /ō/ /t/ <input type="checkbox"/>	lead /l/ /ē/ /d/ <input type="checkbox"/>

Score: _____ out of 10

Student Correctly Taps and Reads Words

Form words using the student's Letter Board and Letter Tiles and have student tap and read the words. Say, "Tap these sounds and tell me the word that I made."

top /t/ /ō/ /p/ <input type="checkbox"/>	gum /g/ /ū/ /m/ <input type="checkbox"/>	dip /d/ /ĭ/ /p/ <input type="checkbox"/>	bet /b/ /ē/ /t/ <input type="checkbox"/>	wax /w/ /ă/ /ks/ <input type="checkbox"/>
--	--	--	--	---

Score: _____ out of 5

Student Correctly Taps and Spells Words

Say a word and have student repeat the word, tap it, and then find corresponding Letter Tiles to spell the word on the student's Letter Board.

quit	job	yes	mad	bug
qu i t <input type="checkbox"/>	j o b <input type="checkbox"/>	y e s <input type="checkbox"/>	m a d <input type="checkbox"/>	b u g <input type="checkbox"/>

Score: _____ out of 5

Student Correctly Retells a Story

Using one of the stories from a Storytime activity, see if student can retell the story with the pictures as a guide.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
------------------------------	-----------------------------	-----------

Unit 4

Student _____

Date _____

Record successful responses with a check ☒. Answers, when provided, appear in *italics*.

Examiner _____

Student Correctly Gives Sounds for Vowels and Digraphs

Using your Standard Sound Cards, ask, "What is the letter-keyword-sound?"

<div>a</div> <div>a - apple - /ă/</div> <div><input type="checkbox"/></div>	<div>o</div> <div>o - octopus - /ŏ/</div> <div><input type="checkbox"/></div>	<div>e</div> <div>e - Ed - /ĕ/</div> <div><input type="checkbox"/></div>	<div>u</div> <div>u - up - /ŭ/</div> <div><input type="checkbox"/></div>	<div>i</div> <div>i - itch - /ĭ/</div> <div><input type="checkbox"/></div>
<div>ch</div> <div>ch - chin - /ch/</div> <div><input type="checkbox"/></div>	<div>th</div> <div>th - thumb - /th/</div> <div><input type="checkbox"/></div>	<div>wh</div> <div>wh - whistle - /wh/</div> <div><input type="checkbox"/></div>	<div>sh</div> <div>sh - ship - /sh/</div> <div><input type="checkbox"/></div>	<div>ck</div> <div>ck - sock - /ck/</div> <div><input type="checkbox"/></div>

Score: _____ out of 10

Student Correctly Taps and Reads Words

Form words using the student's Letter Board and Letter Tiles and have student tap and read the words. Say, "Tap these sounds and tell me the word that I made."

shop /sh/ /ŏ/ /p/ <input type="checkbox"/>	lash /l/ /ă/ /sh/ <input type="checkbox"/>	much /m/ /ŭ/ /ch/ <input type="checkbox"/>	whiz /wh/ /ĭ/ /z/ <input type="checkbox"/>	peck /p/ /ĕ/ /k/ <input type="checkbox"/>
--	--	--	--	---

Score: _____ out of 5

Student Correctly Identifies Trick Words

Spread out all Trick Word Flashcards taught thus far and have student find the trick word that you dictate. Say, "Find the trick word _____."

the <input type="checkbox"/>	and <input type="checkbox"/>	to <input type="checkbox"/>	she <input type="checkbox"/>	he <input type="checkbox"/>
a <input type="checkbox"/>	they <input type="checkbox"/>	we <input type="checkbox"/>	I <input type="checkbox"/>	you <input type="checkbox"/>

Score: _____ out of 10

Student Correctly Taps and Spells Words

Say a word and have student repeat the word, tap it, and then find corresponding Letter Tiles to spell the word on the student's Letter Board.

moth	sick	mash	chin	luck
<div>m</div> <div>o</div> <div>th</div> <input type="checkbox"/>	<div>s</div> <div>i</div> <div>ck</div> <input type="checkbox"/>	<div>m</div> <div>a</div> <div>sh</div> <input type="checkbox"/>	<div>ch</div> <div>i</div> <div>n</div> <input type="checkbox"/>	<div>l</div> <div>u</div> <div>ck</div> <input type="checkbox"/>

Score: _____ out of 5

Unit 5

Student _____

Date _____

Record successful responses with a check ☒. Answers, when provided, appear in italics.

Examiner _____

Dictate Sounds

Say a sound, have students repeat and write letter(s) on their Dry Erase Writing Tablets or on Composition Paper.

/m/ - m <input type="checkbox"/>	/sh/ - sh <input type="checkbox"/>	/ŭ/ - u <input type="checkbox"/>	/ch/ - ch <input type="checkbox"/>	/k/ - k, c, ck <input type="checkbox"/>
----------------------------------	------------------------------------	----------------------------------	------------------------------------	---

Score: _____ out of 5

Dictate Words

Dictate a word, have students repeat it, tap it out, and write it on their Dry Erase Writing Tablets or on Composition Paper.

fox /f/ /ŏ/ /ks/ <input type="checkbox"/>	deck /d/ /ĕ/ /k/ <input type="checkbox"/>	pit /p/ /ĭ/ /t/ <input type="checkbox"/>	pack /p/ /ă/ /k/ <input type="checkbox"/>	thud /th/ /ŭ/ /d/ <input type="checkbox"/>
---	---	--	---	--

Score: _____ out of 5

Dictate Sentence

Dictate a sentence. Have students repeat and write it on their Dry Erase Writing Tablets or on Composition Paper. Give students one point each for the correct spelling of **rat**, **had**, and **nap**. Also give them one point for capitalization and one point for the period.

The rat had a nap.	student correctly spells rat	<input type="checkbox"/>
	student correctly spells had	<input type="checkbox"/>
	student correctly spells nap	<input type="checkbox"/>
	student capitalizes first word	<input type="checkbox"/>
	student adds the period	<input type="checkbox"/>

Score: _____ out of 5

Student Correctly Identifies Trick Words

Present trick words on flashcards and have student read them. (Do not tap trick words.)

by <input type="checkbox"/>	my <input type="checkbox"/>	or <input type="checkbox"/>	for <input type="checkbox"/>	have <input type="checkbox"/>
-----------------------------	-----------------------------	-----------------------------	------------------------------	-------------------------------

Score: _____ out of 5

Student Correctly Reads a Sentence

Using your Sentence Frames, write the following sentence and have student read it:

Ted had a red bug . Note which words student reads correctly.

Ted <input type="checkbox"/>	had <input type="checkbox"/>	a <input type="checkbox"/>	red <input type="checkbox"/>	bug <input type="checkbox"/>
------------------------------	------------------------------	----------------------------	------------------------------	------------------------------

Score: _____ out of 5