

# Class 3. Early Reading Assessment

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## 1. Phonemic Awareness: Initial Sound Segmentation

Assess child's phonemic awareness: the knowledge that words are made of sounds put together. Assess ability to identify the beginning sound of a word.

**Materials:** word-picture page and score page.

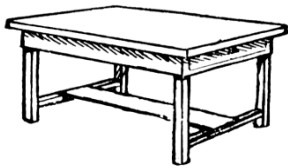
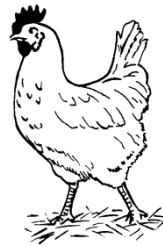
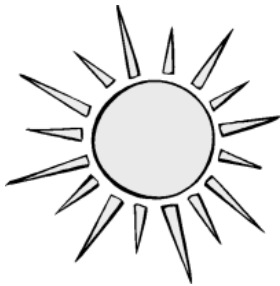
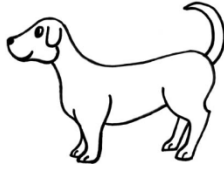
**Procedure:** Researcher points to a picture and says its name. Pupil repeats it. After the example, the pupil is asked to give the first sound of 10 word-pictures.

1. Researcher: "Look at this picture! It's a dog. Dog. Can you say that with me?  
(Together: "dog.")
2. Researcher says, "**Dog** begins with a /d/ sound. /d/, /d/, /d/;" (pronounced "duh" with emphasis on the "d" phoneme).
3. The researcher keeps a finger just under the picture. The researcher asks the child, "What's the name of this picture?" Child says, "Dog". Researcher says, "Yes! Very good."
4. Researcher asks: "What is the beginning sound of that word?" The researcher makes the sound again, with (or without) the child's participation: /duh/.
5. "Good! So, let us look at the other pictures." I will tell you the names and you will tell me the sounds of the beginning of the word.  
(NOTE: never correct the child. If the answer is correct, incorrect or not given in the 5 second allowance, always say "Thank you," and then go on to the next picture word.)
6. Go to the first picture of the assessment: "This is a lamp. A **lamp** (repeat the word). Ask the child, "Can you say it?" (Pupil says "lamp".)
7. "What is the beginning sound of "lamp? Make it for me." (Count to five.)  
Researcher says, "Thank you!" and continues.
8. Point to the next word-picture. Repeat process from #6 -8 for each item.

**The picture-words, in order are : lamp, pot, sun, cup, mat, fowl** (common word for chicken in SL), **table, axe, rice, book.**

**Score:** \_\_\_/10

Picture-words for initial sounds



## 2. Alphabet Letter Naming Assessment

Assess pupil's ability to identify upper and lower case alphabet letter names.

**Materials:** Letter naming page and score page.

**Procedure:** Researchers have a page on which 27 letters, in mixed order of upper and lower case forms, are presented. The researcher identifies the first letter as an example to the pupil. The researcher asks the pupil to name all the other letters on the page.

1. Say to the pupil: "Now I am going to ask you to tell me the names of the letters on this page." (Place the Letter Naming Assessment page in front of the child.)
2. Point to the first letter on the top left of the page. Say, "See this letter? It is an 'R'; the letter 'R'."
3. "Can you tell me the names of the other letters? I will point to it, and then you tell me its name."
4. Researcher points with finger to each letter, moving from left to right; top to bottom; pausing for the child's response. Allow seconds, for each letter identification.
5. After any response (correct, incorrect or silence), say, "Okay, and this one?" Then go on to the next letter.
6. If the child does not identify any of the first 9 letters, stop after pointing to the "L".
7. Do NOT correct the child at any time.

Score \_\_/26

**R**

**t B**

**y M i**

**s A r L**

**h z O k P**

**v G e j x**

**c d U w**

**n Q f**

### 3. Assess Abilities to Match Letters with their Sounds.

Assess pupil's knowledge of the relationship between letter signs and their sounds.

**Materials:** Consonant letter table and score page.

**Procedure:** Researcher asks the pupil to identify the name of the letter and the sound it makes. After using the letter "w" as an example, the pupil is led through 14 other letters to name them and make their usual sounds.

1. Researcher points to the letter "w" and asks, "Do you know the name of this letter?"
  - a. If the child identifies it correctly, say, "Yes! It's a Double-U."
  - b. If the child doesn't recognize it, say: "This letter's name is Double-U."
2. Say: "The letter Double-U makes the /w/ sound." The researcher repeats this three times, pointing at the letter, saying, /w/, /w/, /w/." (This is pronounced "wuh" with emphasis on the initial part of the sound, the "w".)
3. Review this example for the child. Ask:
  - "Do you remember the name of this letter? (Yes) it is a Double-U."
  - "What sound does it make?"
  - Wait for child's response. If none is given, researcher says, "/w/."
4. Say: "Now you tell me the names and make the sounds of the rest of the letters. Don't worry if you don't know them all." (Go from the top, moving left to right, left to right until the child has attempted all 14 letters. If the child does not attempt or misses the first 6, stop and go to the next assessment.

Every time, with each letter, use this routine:

- a. "What is the name of this letter?" (Give 5 seconds).
- b. "What sound does this letter make?" (5 seconds for response).  
Whether or not the pupil named the letter correctly, the research always asks the pupil to make the sound. Give the pupil 5 seconds  
Researcher says "Thank you," and proceeds to the next letter.

Write the score:

- a.    /14 sets of sign-sound pairs correctly identified.
- b.    /14 letters identified correctly

**W**

letters and their sounds

**s**

**b**

**p**

**n**

**v**

**d**

**a**

**h**

**t**

**f**

**m**

**o**

**r**

**k**

#### 4. Assessment: Onset, Rime and Blending to Make Words.

Assess the abilities of children to use word making patterns to make and read words. Assess for onset and rime skills; and early blending abilities.

**Materials:** Phonogram flip booklets and score page.

**Procedure:** The researcher gives an example-demonstration of making words using onset and rime. The child uses onsets to make new words with the rimes.

1. Say, "We're going to play a kind of game to make words. I will show you how to play. Let us begin with this little booklet." Use the example phonogram flip booklet, **with the rime /it/**.
2. Point at the rime. Say: "The "i" and "t" together make: /it/. /it/. /it/." (Use the local dialectic pronunciation. In Sierra Leone, the short /i/ in English words usually makes an /ee/ sound. Thus words like "fit" and "sit", are pronounced: /feet/ and /seet/.
3. Researcher folds back the blank right flap to show the "s" on the page under it.
  - Say: "If we put an "s" in front of "it" we get the word, /sssss – it/: "sit!"
  - Say it again, tracking under the letters: "s-it."
4. Researcher folds back the page with the "s." The letter "b" is now standing in front of the "it".
  - Say, "If we put a "b" in front of "it" we get the word /b/, /b/, /b/ ... "bit!"
  - Say it again, tracking under the letters: "b-it."
  - Do this similarly with /f/.

**The example is complete. Now the assessment begins.**

5. Researcher picks up the next phonogram-flip booklet, /ed/. Say, "Now you will do it!"
6. Point to the letters of the rime /ed/. Say, "See the letters "e" and "d?" They make the sound /ed/, /ed/."
7. Fold back the blank flap and show the "b". (Do not say the name or make the sound of the letter.)
8. Say: "If we put this letter in front of /ed/, what word do we get? Wait 5 seconds. No matter what the child's answer is, say, "Thank you. Here is the next one. If we put this letter in front of /ed/ what word do we get?"

Go through each letter of the sequence for this phonogram and the other two phonogram flip booklets. The three sets are:

- Assess with onsets: "b", "m", "h", and "c" for the rime "-at".
- Assess with onsets: "s", "w", "n" and "gr" for the rime "-eed".
- Assess with onsets: "s", "p", "t", and "b" for the rime "-in".

If the child does not attempt any onset and rime combinations from the first set (/at/), Say "Thank you. Let's try something else!"

Score: \_\_\_\_/12 words correctly said.

## Making the Assessment instrument for “Word-Making”

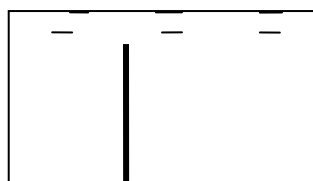
Class 3

**Materials:** Duplicating paper, scissors, stapler and a **good** marker.

**Procedure:** Create a small folded booklet, a “flip phonogram booklet.” Researchers must construct these prior to the assessment.

### Step A. Make the booklet

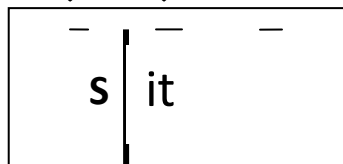
↓ This side/section should be 2/3 the width of the booklet.



Use duplicating paper. Fold three sheets in half (4x6). Staple them at the fold. Then, cut through all 6 layers, dividing the page into about 1/3 and 2/3rds sections. Stop cutting before reaching the staple's line.

### Step B. Write the phonogram rimes and its onsets.

onsets      rimes  
↓            ↓



Keep the first page of the left side blank. Write the rime in clear letters, on the right side of the cut; begin writing it near to the cut-line.

Fold back the left flap.

On the second page, on the left side, print the onset “s.” Fold the left page back and print the next onsets: “f”. Repeat for “b.”

Make a phonogram booklet for each “onset and rime” assessment set. On the right hand side, print the onset, in thick, clear conventional manuscript letters as they are modeled in Sierra Leone. On the left side, fold the first page-flap back, so that it is blank. On the second page-flap print an onset, close to rime on the other side of the cut. Do this for all the onsets.

Assess children with the booklets in this order:

1. Assess with onsets: “b”, “m”, “h”, and “c” for the rime “-at”.
2. Assess with onsets: “s”, “w”, “n” and “gr” for the rime “-eed”.
3. Assess with onsets: “d”, “f”, “l”, and “sh” for the rime “-ine”.



## 5. Sight Word Reading Assessment

Assess pupil's sight word reading vocabulary using 40 common, high-frequency words from English language reading and writing.

**Materials:** Table of 40 common words and score page.

**Procedure:** Researcher points to a word and pupil reads it.

1. Point to the first word; the example.
2. Ask: "Have you seen this word before? This word is tin; like tomato **tin**. Can you read it with me?" Read again, "tin" while pointing to the word.
3. "I would like you to read the rest of the words to me. I will point to it and you can read it. If you don't know it, that is okay. We will keep going."
4. Point to the first word in the row under the example: "to".
5. "What does this say?" Wait patiently for the child, while counting to five.
6. Researcher says, "Okay! Let's try the next one."
7. If the answer is right or wrong, or the pupil is silent, say, "Okay!" Go on in a friendly way. Never correct or give hints to the child.
8. If the reader cannot read any of the first 8 words, stop and go on to the next assessment.

Score \_\_\_/40

Example word.

tin

**Class 3 word list**

to	girl	cat	book	what
in	that	go	chair	look
and	boy	it	big	ball
he	this	man	run	spoon
is	cup	table	you	goat
like	head	going	leg	are
the	number	see	from	where
red	does	green	yes	not

## 6. Assessment of Reading Comprehension

Assess children's ability to read sentences and understand what was read.

**Materials:** Reading comprehension page, titled, "A Happy Day" and scoring page.

**Procedure:** The child reads a small story and answers questions.

1. Place the story page in front of the child. Say, "Look at this small story. I will read the title and then you will read the rest of the story to me."
2. Read the title, tracking as you read: "A Happy Day."
3. Say, "Now you may read the rest of the story for me. Start here." Point to the first word of the first sentence.
  - If the child does not read the first two lines, say, "Thank you very much! Let's go on."
  - If the child begins reading, count the words which are read correctly. Do not include the title.

4. Check off words read correctly (\_\_\_\_/53). Do not include the title.

5. When the child has finished reading, orally assess comprehension with these questions.

NOTE: Children may use slightly different words than those given below. Sometimes the answers may show a different emphasis. Correct answers are consistent with the story's content.

- a. What did the teacher bring to school?  
(Answer: A ball or, a football.)
- b. What did the children ask the teacher?  
(Answer: Let us play football.)
- c. Why did the children go outside?  
(Answer: **To play** football. Or, because **the teacher allowed them** to go out and play... )
- d. Who was the first one to kick the ball?  
(Answer: Teacher.)
- e. Why is this story called "A Happy Day"?  
(Answer: Because they are playing football. ...a new ball; or, their teacher was so kind to them ... or...

Score: Words correct \_\_\_\_/55

Score: Questions correct \_\_\_\_/5



## A Happy Day

The teacher has a new ball.

It is black and white.

The children like it.

They want to play.

They ask, "Please, let us play with the ball."

The teacher says, "Yes!"

They all run outside.

The teacher kicks the ball first.

Then, Binti kicks it.

All the children run and run.

They play football.



## 7. Assessment of Writing

Assess child's writing work for phonemic awareness and print conventions.

**Materials:** Blank page and a good pencil; the scoring page.

**Procedure.** The researcher asks the child to write a small composition.

1. Give the child a blank page with a (good) pencil. Say, "Thank you for working so hard! You have been reading and looking at letters and pictures for some time now. You are doing well. Can you do one more thing? Good!"
2. When the child has the paper and pencil ready, say, "Please, first write your name on the paper." Indicate that the child write their name on the top of the page. When the child is finished:
3. Ask the child to "Write about something you like to do. Maybe it is a game you play; or maybe you like to help your father or mother in their work; maybe it is a place you like to go? Can you think of something you like to do? Tell it to me." (Pause for an answer.)
4. On this paper, write about ( **\_repeat the child's idea\_** ) and, please draw a picture of it.
5. Ensure children understand what you are asking them to do. Ask once more, "What are you going to write about? Will you draw a picture too?"

If the child begins promptly, say, "Good!" If there is a small hesitation, remind the child of what he or she liked to do. Say again, "Please write about it and draw a picture."

- If the child says, "I don't know how to write it;" say, "That's alright, just do your best. Your picture can tell me too!"
  - If the child remains unhappy about having to write or draw, say, "That's alright. Thank you so much for your work." Make a note that the child did not want to write or draw on his or her page.
6. When the child is finished writing and drawing, the researcher asks the child to tell him what she has written. Point at the child's writing. Ask, "Please read to me what you have written." **Print exactly what the child says** near the child's writing (and /or drawing). (This step is very important to our analysis later.)

**Scoring:** When the child is finished drawing, the researcher writes the following information on the top right of the page:

- Child's identification (initials or number)
- Age (year and month is possible)
- Gender
- Grade level completed
- (home languages?)

Using the “*Stages of Writing Assessment Rubric*” identify the child's stage of writing abilities.

## 8. Assessment of child’s oral/aural skills with English.

Average Score: \_\_\_\_\_/5

When you have completed the assessment set with the child, reflect briefly on the child’s performance, using the following rubric. Determine the description which best describes your observations and experience of the interactions you had with the child.

Enter the numbers and find the average. Enter it with its decimal to just one place setting. For example, if a child scored “4” and “3” and a “3”, enter 3.3 for the average. Or, if the child scored “2” and “3” and “3”, the average score is 2.6.

Oral and Aural Interactions during assessments.	Yes (through-out all exercises)	Most of the time.	Sometimes. During as many as half the exercises.	Rarely.	Not at all.
Score:	5	4	3	2	1
The child could understand the writing assessment prompt (its meaning).					
<b>During the Assessments:</b>					
The child correctly followed directions, even though s/he did or did not know the correct answers.					
The child responded actively during assessments: asked questions and commented; mostly in English.					
Total _____ divide by 3= _____					

Enter this score on the record page.