

everyday

Phonics

Intervention Activities

Pre- and Post-Assessment

Use the following pre-/post-assessment pages to plan instruction and monitor progress.

Letter Recognition Pre- and Post-Tests

Student: _____

Directions: Ask the student to point to each letter, moving across the page, and name each one. If the student comes to a letter he or she doesn't know, say the letter name, put an X next to the letter in the column, and have the student continue. If the student says an incorrect letter name, record what he or she says in the column.

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

Letter Recognition

e h m c o a y b x

i d n u t f l g z

j p k q r v s w

H L U N T A D V Z

R F O W S B K J X

P M G C Y Q E I

Student Name: _____

Word Awareness

Directions: Say the sentence. Have the student repeat the sentence and tell you the number of words. **Example:** *This is my dog. I can hear four words in this sentence.*

	Pre-Test Date _____	Post-Test Date _____
I see my cat.	/4	/4
Can you do this?	/4	/4
This book is fun to read.	/6	/6
Please sit on the chair.	/5	/5
Where do you live?	/4	/4
Score	/23	/23

Observations: _____

Identify Rhyme

Directions: Say the word pairs and ask the student if the words rhyme. **Example:** Roast/toast. *Yes, these words rhyme.* Roast/ran. *No, these words don't rhyme.*

	Pre-Test Date _____	Post-Test Date _____
bug/rug		
pink/sink		
big/box		
hop/hip		
jump/pump		
Score	/5	/5

Observations: _____

Syllable Awareness

Directions: Say the word. Have the student repeat the word and clap for the number of syllables. **Example:** Engine. *I hear two syllables in engine.*

	Pre-Test Date _____	Post-Test Date _____
happy	/2	/2
Saturday	/3	/3
book	/1	/1
sunshine	/2	/2
experiment	/4	/4
Score	/12	/12

Observations: _____

Initial Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound at the beginning. **Example:** Hat. *I hear /h/ at the beginning of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
turtle		
man		
sink		
pudding		
leg		
Score	/5	/5

Observations: _____

Student Name: _____

Final Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound at the end. **Example:** Hat. *I hear /t/ at the end of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
park		
noise		
rabbit		
trap		
head		
Score	/5	/5

Observations: _____

Differentiating Sounds

Directions: Say the words. Have the student repeat the words and say which word starts with a different sound. **Example:** Mix, man, nose. *Nose starts with a different sound.*

	Pre-Test Date _____	Post-Test Date _____
bag, bug, cup		
table, nut, tent		
cup, cat, bat		
fish, pan, pig		
sun, sit, man		
Score	/5	/5

Observations: _____

Medial Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound in the middle. **Example:** Hat. *I hear /a/ in the middle of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
pet		
sack		
hit		
stop		
cut		
Score	/5	/5

Observations: _____

Onset and Rime

Directions: Say the word. Have the student repeat the word, say the first sound in the word, and then say the rest of the word. **Example:** pig: /p/ /ig/.

	Pre-Test Date _____	Post-Test Date _____
cat: /k/ /at/		
run: /r/ /un/		
pop: /p/ /op/		
hen: /h/ /en/		
rid: /r/ /id/		
Score	/5	/5

Observations: _____

Student Name: _____

Phoneme Segmentation

Directions: Say the word. Have the student tell you all the sounds in the word. **Example:** *If I say run, you will say /r/ /u/ /n/.*

	Pre-Test Date _____	Post-Test Date _____
cat: /k/ /a/ /t/	/3	/3
top: /t/ /o/ /p/	/3	/3
said: /s/ /e/ /d/	/3	/3
jumps: /j/ /u/ /m/ /p/ /s/	/5	/5
rugs: /r/ /u/ /g/ /z/	/4	/4
Score	/18	/18

Observations: _____

Initial Sound Substitution

Directions: Say the word. Ask the student to replace the first sound in the word with the new sound. **Example:** *I can change the /r/ in rat to /k/ to make the word cat.*

	Pre-Test Date _____	Post-Test Date _____
tin: change /t/ to /b/ [bin]		
mat: change /m/ to /r/ [rat]		
hop: change /h/ to /b/ [bop]		
pen: change /p/ to /t/ [ten]		
lake: change /l/ to /k/ [cake]		
Score	/5	/5

Observations: _____

Blending Phonemes

Directions: Say the word sound by sound. Then have the student say the word. **Example:** *I will say the sounds of some words. I want you to blend the sounds and say the words: for example, /r/ /u/ /t/: rut.*

	Pre-Test Date _____	Post-Test Date _____
/n/ /u/ /t/: nut		
/j/ /e/ /t/: jet		
/w/ /i/ /g/: wig		
/r/ /a/ /t/: rat		
/m/ /o/ /p/: mop		
Score	/5	/5

Observations: _____

Student Name: _____

Consonant Sounds Assessment

Directions: Have students point to each letter and tell you the sound each consonant stands for. Some letters stand for more than one sound. Note whether students say both sounds. Circle any letters they miss on the recording sheet.

	Pre-Test Date _____	Post-Test Date _____
m: /m/		
s: /s/, /z/		
c: /k/, /s/		
v: /v/		
l: /l/		
g: /g/, /j/		
n: /n/		
d: /d/		
t: /t/		
j: /j/		
w: /w/		
p: /p/		
r: /r/		
b: /b/		
q: /kw/		
h: /h/		
z: /z/		
f: /f/		
k: /k/		
x: /ks/		
n: /n/		
Score	/21	/21

Observations: _____

Vowel Sounds Assessment

Directions: Have the student point to each word and tell you the sound each vowel stands for in the word. Record the student's responses in the column.

	Pre-Test Date _____	Post-Test Date _____
mat		
rub		
get		
hot		
fit		
Score	/5	/5

Observations: _____

Blending Sounds Assessment

Student Name: _____

Directions: Explain to the student that these are nonsense words that you want him or her to sound out. Have the student put his or her finger on the example word on the student sheet. **Say:** *I can sound out this nonsense word:* /m/ /i/ /n/: min. Have the student say each sound in the nonsense word and then blend the sounds.

	Pre-Test Date _____	Post-Test Date _____		Pre-Test Date _____	Post-Test Date _____
fam: /f/ /a/ /m/			yad: /y/ /a/ /d/		
tif: /t/ /i/ /f/			hep: /h/ /e/ /p/		
wug: /w/ /u/ /g/			bab: /b/ /a/ /b/		
fop: /f/ /o/ /p/			ven: /v/ /e/ /n/		
rac: /r/ /a/ /k/			sut: /s/ /u/ /t/		
zot: /z/ /o/ /t/			gom: /g/ /o/ /m/		
jun: /j/ /u/ /n/			dat: /d/ /a/ /t/		
sot: /s/ /o/ /t/			nex: /n/ /e/ /ks/		
rog : /r/ /o/ /g/			leb: /l/ /e/ /b/		
mic: /m/ /i/ /k/			quet: /kw/ /e/ /t/		
pum: /p/ /u/ /m/			sil: /s/ /i/ /l/		
cof: /k/ /o/ /f/			kif: /k/ /i/ /f/		

Score _____/24 _____/24

Observations: _____

Consonant Sounds

m

s

c

v

l

g

n

d

t

j

w

p

r

b

q

h

z

f

k

x

n

Vowel Sounds

mat

rub

get

hot

fit

Blending Sounds

Example: min /m/ /i/ /n/

fam

tif

wug

fop

rac

zot

jun

sot

rog

mic

pum

cof

yad

hep

bab

ven

sut

gom

dat

nex

leb

quet

sil

kif