

Placement Test Cover Sheet

Student: Student A _____ Grade: _____ Date: _____

Starting Unit: _____ Starting Subunit: _____

(Letter Lessons, First Words, Beyond First Words) (We are Family, Two for One, etc.)

Who takes it?	Part A: Letter Lessons (Pre-K-1)	Score
Prekindergarten Kindergarten First Grade	A1. Uppercase Letter Names	26/26
	A2. Lowercase Letter Names	28/28
	A3. Letter-Sounds (Use this score for subunit placement)	0/26

Decision Point

Score of 21/26 or higher on Part A.3: Letter-Sounds?

- Give test for Part B: First Words.

Score of 20/26 or lower on Part A.3: Letter-Sounds?

- STOP; IDENTIFY Letter Lessons subunit.

(See Letter Lessons Teacher Record, Figure 2.5,
and section introduction "Where to Start" after Chapter 3)

Who takes it?	Part B: First Words (Grades K-2)	Score
Kindergarten First Grade Second Grade	B1. Short Vowels (We Are Family)	0/10
	B2. Digraphs (Two for One)	0/5
	B3. Beginning Blends	0/15
	B4. Final Blends	0/8

Decision Point

Score of 0-1 incorrect on all sections (B.1, B.2, B.3, B.4)?

- Give test for Part C: Beyond First Words.

Score of 2 or more incorrect on any section (B.1, B.2, B.3, B.4)?

- STOP; IDENTIFY First Words subunit.

(See First Words Teacher Record, Figure 2.7,
and section introduction "Where to Start" after Chapter 3)

Who takes it?	Part C: Beyond First Words (Grades 1-2)	Score
First Grade Second Grade	C1. Silent e (Sneaky Silent e)	0/5
	C2. Vowel Digraphs (Teamwork)	0/15
	C3. R-Controlled (R the Robber)	0/10
	C4. Diphthongs	0/5

* The Lowercase Letter Names test has 28 items because two forms of the lowercase letters *a* and *g* are used (*a*, *g*, *ɑ*, *ɔ*).

Note: This assessment is for the early stages of phonics development; see other resources for later assessment, for example, of knowledge of more complex syllable types, multisyllabic word decoding, and morphological knowledges.

Part A: Letter Lessons (Student Copy)

A.1 Uppercase Letter Names

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

Part A: Letter Lessons (Student Copy)

A.2 Lowercase Letter Names

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

Part A: Letter Lessons (Student Copy)

A.3 Letter-Sounds

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

Part A: Letters Lessons (Teacher Record)

Student: _____ Date: _____

Who? Prekindergartners, kindergarteners, and first graders (beginning of the year).

Directions: Have the child **name** the letters as you point to them. "Please tell me the name of each letter." Record the child's responses in the chart below. Point to the first row and go across. Wait for five seconds; if the name is not given within that time, count the letter as incorrect and move to the next letter.

A.1 Uppercase Letter Names

F	R	U	O	T	
J	G	Z	W	A	
P	V	D	I	M	
C	N	X	Q	E	
H	Y	S	K	B	L
Total:					<u>26</u> /26

If there is a score of 0, stop and do not give other Part A tests.

A.2 Lowercase Letter Names

i	x	u	p	c
q	k	m	z	r
a	y	t	f	g
j	d	v	o	w
n	s	l	h	b
e	a	g		
Total:				<u>28</u> /28

A.3 Letter-Sounds

Directions: Have the child give the **letter-sounds** as you point to them. “Please tell me the letter-sounds.” If the child only provides the letter name, say, “Tell me the sounds.” For *c* and *g*, if the child provides the “soft sounds” (e.g., *cent*, *gem*) say, “Is there another sound that *c* can make?” The correct answer for this assessment is /k/ as in *cat* and /g/ as in *go*. For lowercase *l*, some children will say the sound for uppercase *L* since those letters tend to look the same. If so say, “That is a lowercase letter. Which lowercase letter is that? [Do not tell the letter name.] What sound does it make?” For the vowels, ask students to name the short sounds (e.g., *cat*, *beg*, *lick*, *hot*, and *nut*) because the long sounds are the same as the letter names. Do not use the labels *hard*, *soft*, *long*, and *short* with children. Wait for five seconds; if the sound is not given, count it as incorrect.

a	j	n	c	o
x	e	p	t	g
d	v	s	i	q
b	y	k	r	u
z	w	h	l	f
m	Total:			0/26

Diagnosing Part A Results

After giving all three parts, record the scores on the Placement Cover Sheet in Figure 2.3. The score on Part A.3 will determine if you give the next part of the test, B.1.

- **If the child receives a score of 21/26 or higher on Part A.3**, then administer Part B: First Words.
- **If the child receives a score of 20/26 or lower on Part A.3**, stop; Letter Lessons is the right unit for this student. See the section introduction before Chapter 4, “Where to Start; Using the Placement Test to Identify What to Teach,” to identify the proper Letter Lessons subunit. (Note. The score *must* be on the letter-sounds part, A.3. Having a score of 23/28 for Part A.1 or A.2 on letter names *does not indicate* that a child is ready to blend words.) Research has indicated that with at least 21 letter-sounds students are usually ready to read words (Invernizzi et al. 2004).
- **Special instructions for students with scores of 21 or higher on Part A.3:** Students with a score of 21 or higher on A.3 could technically start in several subunits. They could start Letter Cycle 4: Word Building in *Letter Lessons* or Subunit 1: Letter Sound Review, in *First Words* or even Subunit 2: We Are Family in *First Words*. To decide which is best, consider the strength of the student’s letter-sound knowledge and the amount of high-frequency words known. The Word Building subunit covers high-frequency words and most kindergartners would benefit from it. For first graders who already know many high-frequency words, starting with the *First Words* subunits is recommended.

Placement Test Cover Sheet

Student: Student B _____ Grade: _____ Date: _____

Starting Unit: _____ Starting Subunit: _____

(Letter Lessons, First Words, Beyond First Words) (We are Family, Two for One, etc.)

Who takes it?	Part A: Letter Lessons (Pre-K-1)	Score
Prekindergarten Kindergarten First Grade	A1. Uppercase Letter Names	26 / 26
	A2. Lowercase Letter Names	26 / 28*
	A3. Letter-Sounds (Use this score for subunit placement)	26 / 26

Decision Point

Score of 21/26 or higher on Part A.3: Letter-Sounds?

- Give test for Part B: First Words.

Score of 20/26 or lower on Part A.3: Letter-Sounds?

- STOP; IDENTIFY Letter Lessons subunit.

(See Letter Lessons Teacher Record, Figure 2.5,
and section introduction "Where to Start" after Chapter 3)

Who takes it?	Part B: First Words (Grades K-2)	Score
Kindergarten X First Grade Second Grade	B1. Short Vowels (We Are Family)	2 / 10
	B2. Digraphs (Two for One)	1 / 5
	B3. Beginning Blends	2 / 15
	B4. Final Blends	1 / 8

Decision Point

Score of 0-1 incorrect on all sections (B.1, B.2, B.3, B.4)?

- Give test for Part C: Beyond First Words.

Score of 2 or more incorrect on any section (B.1, B.2, B.3, B.4)?

- STOP; IDENTIFY First Words subunit.

(See First Words Teacher Record, Figure 2.7,
and section introduction "Where to Start" after Chapter 3)

Who takes it?	Part C: Beyond First Words (Grades 1-2)	Score
First Grade Second Grade	C1. Silent <i>e</i> (Sneaky Silent <i>e</i>)	0 / 5
	C2. Vowel Digraphs (Teamwork)	0 / 15
	C3. R-Controlled (<i>R</i> the Robber)	0 / 10
	C4. Diphthongs	0 / 5

* The Lowercase Letter Names test has 28 items because two forms of the lowercase letters *a* and *g* are used (*a*, *g*, *ɑ*, *ɔ*).

Note: This assessment is for the early stages of phonics development; see other resources for later assessment, for example, of knowledge of more complex syllable types, multisyllabic word decoding, and morphological knowledges.

Part B: First Words (Student Copy)

B.1 Short Vowels

ham rob lid tub net

tup

san zot vig wub het

B.2 Consonant Digraphs

thin chap shut wish them

B.3 Beginning Blends

(r-blends)

brag crop drip fret grab

(l-blends)

bled clip flag plop glass

(s-blends)

skip

swim

snob

spill

stem

B.4 Final Blends and Digraphs

band

hump

wing

bank

nest

lent

link

lift

Part B: First Words (Teacher Record)

Student: _____ Date: _____

Who? First graders, after taking Letter Lessons test. Kindergartners who know 21+ letter-sounds on Part A.3. Second graders.

Directions: Have the child **read each word**. Say, "Please read these words." Wait for five seconds; if the word is not given within that time, count it as incorrect and move to the next.

B.1 Short Vowels (We Are Family)

ham	rob	lid	tub	net
-----	-----	-----	-----	-----

Total: 2/5

Directions for pseudowords: Say, "These are made-up words. They are silly. They don't mean anything, but you can still read them. Look at this word [point to *tup*]. This word says *tup*. What is a *tup*? It's not anything because it's a made-up word. All these words will be like this."

tup

san	zot	vig	wub	het
-----	-----	-----	-----	-----

Total: 0/5

B.2 Consonant Digraphs (Two for One)

thin	chap	shut	wish	them
------	------	------	------	------

Total: 1/5

B.3 Beginning Blends

(r-blends)

brag	crop	drip	fret	grab
------	------	------	------	------

(l-blends)

bled	clip	flag	plop	glass
------	------	------	------	-------

(s-blends)

skip	swim	snob	spill	stem
------	------	------	-------	------

Total: 2/15

B.4 Final Blends and Digraphs

band	hump	wing	bank
nest	lent	link	lift

Total: 4/8

Diagnosing Part B Results

Once a student takes Part B, record the scores for each of the parts on the Placement Cover Sheet in Figure 2.3.

- Generally, **if a student has 2 or more incorrect on any subunit test** (e.g., Part B.1: Short Vowels (We Are Family) or Part B.2: Digraphs (Two for One, etc.), stop testing. The student will be in First Words. The section introduction before Chapter 4, "Where to Start: Using the Letter Lessons and First Words Placement Test to Identify What to Teach," will show how to find the right First Words subunit. Usually, you will simply start teaching the easiest subunit in which the student misses 2 or more items.

Having 2 or more incorrect on these subunits signals that the student needs more instruction. Always start with the easier subunit. For example, a student might have a score of 8/10 on Part B.1: Short Vowels (We Are Family) and 3/5 on Part B.2: Digraphs (Two for One), but you would start on the easier subunit, We Are Family, first.

- **If the student has only 0-1 incorrect on all other Part B sections** (e.g., Part B.1: Short Vowels (We are Family); Part B.2: Digraphs (Two for One) etc.), administer Part C: Beyond First Words.

When in doubt, I always suggest attempting the next test part. It's easier to stop a test if the child really struggles than to have to go back and get more data.

Placement Test Cover Sheet

Student: Student C _____ Grade: _____ Date: _____

Starting Unit: _____ Starting Subunit: _____

(Letter Lessons, First Words, Beyond First Words) (We are Family, Two for One, etc.)

Who takes it?	Part A: Letter Lessons (Pre-K–1)	Score
Prekindergarten Kindergarten First Grade	A1. Uppercase Letter Names	26/26
	A2. Lowercase Letter Names	28/28*
	A3. Letter-Sounds (Use this score for subunit placement)	26/26

Decision Point

Score of 21/26 or higher on Part A.3: Letter-Sounds?

- Give test for Part B: First Words.

Score of 20/26 or lower on Part A.3: Letter-Sounds?

- STOP; IDENTIFY Letter Lessons subunit.

(See Letter Lessons Teacher Record, Figure 2.5,
and section introduction “Where to Start” after Chapter 3)

Who takes it?	Part B: First Words (Grades K–2)	Score
Kindergarten First Grade Second Grade	B1. Short Vowels (We Are Family)	10/10
	B2. Digraphs (Two for One)	5/5
	B3. Beginning Blends	15/15
	B4. Final Blends	8/8

Decision Point

Score of 0–1 incorrect on all sections (B.1, B.2, B.3, B.4)?

- Give test for Part C: Beyond First Words.

Score of 2 or more incorrect on any section (B.1, B.2, B.3, B.4)?

- STOP; IDENTIFY First Words subunit.

(See First Words Teacher Record, Figure 2.7,
and section introduction “Where to Start” after Chapter 3)

Who takes it?	Part C: Beyond First Words (Grades 1–2)	Score
First Grade * Second Grade	C1. Silent <i>e</i> (Sneaky Silent <i>e</i>)	5/5
	C2. Vowel Digraphs (Teamwork)	15/15
	C3. <i>R</i> -Controlled (<i>R</i> the Robber)	10/10
	C4. Diphthongs	5/5

* The Lowercase Letter Names test has 28 items because two forms of the lowercase letters *a* and *g* are used (*a*, *g*, *ɑ*, *ɔ*).

Note: This assessment is for the early stages of phonics development; see other resources for later assessment, for example, of knowledge of more complex syllable types, multisyllabic word decoding, and morphological knowledges.

FIGURE 2.8 PART C: Beyond First Words (Student Copy)

Part C: Beyond First Words (Student Copy)**C.1 Silent e**

case	ride	tube	rose	these
------	------	------	------	-------

C.2 Vowel Digraphs and Other Vowels

sail	lay	weed	meal	bright
feast	main	goat	row	few
dry	glue	sigh	root	took

C.3 R-Controlled*(r-controlled ur, ir, er, or, ar)*

harm	fort	fir	fern	burn
------	------	-----	------	------

(vowel digraph + r-controlled)

dare	hair	fear	search	steer
------	------	------	--------	-------

C.4 Diphthongs

boil

joy

law

pout

now

FIGURE 2.9 PART C: Beyond First Words (Teacher Record)

Part C: Beyond First Words (Teacher Record)

Student: _____ Date: _____

Who? Second graders. First graders who mastered content in First Words.

Directions: Have the child **read each word**. Wait for five seconds; if the word is not given within that time, count it as incorrect and move to the next.

C.1 Silent e (Sneaky Silent e)

case	ride	tube	rose	these
------	------	------	------	-------

Total: 5/5

C.2 Vowel Digraphs and Other Vowels (Teamwork)

sall	lay	weed	meal	bright
feast	main	goat	row	few
dry	glue	sigh	root	took

Total: 15/15

C.3 R-Controlled

(r-controlled *ur, ir, er, or, ar*)

harm	fort	fir	fern	burn
------	------	-----	------	------

(vowel digraph + r-controlled)

dare	hair	fear	search	steer
------	------	------	--------	-------

Total: 10/10

C.4 Diphthongs

boil	joy	law	pout	now
------	-----	-----	------	-----

Total: 5/5

Diagnosing Part C Results

Once a student takes Part C, record the scores for each of the parts on the Placement Cover Sheet in Figure 2.3.

- Generally, **if a student has 2 or more incorrect on any subunit test** (i.e., Part C.1: Silent *e* (Sneaky Silent *e*); Part C.2: Vowel Digraphs (Teamwork); Part C.3: *R*-Controlled Vowels (*R* the Robber); or Part C.4: Diphthongs), the student will be in the Beyond First Words unit. The section introduction before Chapter 4, “Where to Start: Using the Letter Lessons and First Words Placement Test to Identify What to Teach,” will show how to find the right Beyond First Words subunit. Having 2 or more incorrect on the subunits for learning vowel teams, the silent *e* pattern, *r*-controlled vowels, or diphthongs, signals that the student needs more instruction. Always start with the easier subunit. For example, a student might have score of 3/5 on Silent *e* (Sneaky Silent *e*) and 10/15 on Vowel Digraphs (Teamwork), but you would do the easier subunit Sneaky Silent *e* first.
- If the student **has only 0–1 incorrect on all other Part C subunit tests** (i.e., Part C.1: Silent *e* (Sneaky Silent *e*); Part C.2: Vowel Digraphs (Teamwork); Part C.3: *R*-controlled vowels (*R* the Robber); Part C.4: Diphthongs), the student is beyond the scope of Beyond First Words curriculum and will need phonics instruction that addresses reading multisyllabic words.