

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

1. Oral Literacy: Sled Photograph

Instructions

- Sit with the student in a quiet area.
- Place the Pre-Level 1 Photo Card in front of the student.
- Encourage the student to tell you as much as they can about the photo.
- Record the student's responses in the checklist below.

Checklist

1. Record the student's exact words:

Tick relevant boxes

- | | | |
|---|------------------------------|-----------------------------|
| • Student provides 4 or more consecutive sentences about the picture. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Student provides 2 or 3 consecutive sentences about the picture. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Student provides 1 sentence about the picture. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Student offers a single, related word. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Student offers a single, unrelated word. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Student offers no response. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

2. Analyze the sentence structures.

Tick relevant boxes

- | | |
|---|--------------------------|
| a. Student correctly identifies the context of the photograph. | <input type="checkbox"/> |
| _____ | |
| b. Student uses correct parts of speech, such as nouns (e.g. kids, snow, sled) and pronouns (e.g. he, she, it), and links nouns and pronouns correctly. | <input type="checkbox"/> |
| _____ | |
| c. Student uses singular and plural nouns correctly and maintains correct tense. | <input type="checkbox"/> |
| _____ | |
| d. Student uses articles (e.g. the, a) and prepositions (e.g. down, up, on) correctly. | <input type="checkbox"/> |
| _____ | |
| e. Student uses at least two groups of adjectives (colour, size, shape, number, texture) when talking about the photograph. | <input type="checkbox"/> |
| _____ | |

2. Alphabet Recognition

Instructions

- Sit with the student in a quiet area.
- Place the Alphabet Recognition page of the Pre-Level 1 Card in front of the student.
- Record the student's responses in the checklist below.

Checklist

1. Student is able to:

recognize the alphabet identify the letters of their name

2. Student is able to identify the following letters of the alphabet:

A a

I i

Q q

B b

J j

R r

C c

K k

S s

D d

L l

T t

E e

M m

U u

F f

N n

W w

G g

O o

X x

H h

P p

Y y

Z z

3. Letter Sounds

Instructions

- Sit with the student in a quiet area.
- Place the Alphabet Recognition page of the Pre-Level 1 Card in front of the student.
- Point to each letter of the alphabet and ask the student what sound each letter makes. If they can identify the sound correctly, ask them if they can think of a word that has this sound in it. Students may correctly identify letter sounds at the beginning, middle, or end of words. Allow students to look at both the upper- and lower-case letters on the Alphabet Recognition page.
- Record the student's responses in the checklist.

Checklist

1. Student is able to say the letter sound and provide an example of a word that has the letter sound.

| | Sound | Example Word | Comments |
|---------|--------------------------|--------------|----------|
| • A → a | <input type="checkbox"/> | _____ | _____ |
| • B → b | <input type="checkbox"/> | _____ | _____ |
| • C → c | <input type="checkbox"/> | _____ | _____ |
| • D → d | <input type="checkbox"/> | _____ | _____ |
| • E → e | <input type="checkbox"/> | _____ | _____ |
| • F → f | <input type="checkbox"/> | _____ | _____ |
| • G → g | <input type="checkbox"/> | _____ | _____ |
| • H → h | <input type="checkbox"/> | _____ | _____ |
| • I → i | <input type="checkbox"/> | _____ | _____ |
| • J → j | <input type="checkbox"/> | _____ | _____ |
| • K → k | <input type="checkbox"/> | _____ | _____ |
| • L → l | <input type="checkbox"/> | _____ | _____ |
| • M → m | <input type="checkbox"/> | _____ | _____ |
| • N → n | <input type="checkbox"/> | _____ | _____ |
| • O → o | <input type="checkbox"/> | _____ | _____ |
| • P → p | <input type="checkbox"/> | _____ | _____ |
| • Q → q | <input type="checkbox"/> | _____ | _____ |
| • R → r | <input type="checkbox"/> | _____ | _____ |
| • S → s | <input type="checkbox"/> | _____ | _____ |
| • T → t | <input type="checkbox"/> | _____ | _____ |
| • U → u | <input type="checkbox"/> | _____ | _____ |
| • V → v | <input type="checkbox"/> | _____ | _____ |
| • W → w | <input type="checkbox"/> | _____ | _____ |
| • X → x | <input type="checkbox"/> | _____ | _____ |
| • Y → y | <input type="checkbox"/> | _____ | _____ |
| • Z → z | <input type="checkbox"/> | _____ | _____ |

4. Initial Letter Sounds

Instructions

- Sit with the student in a quiet area.
- Place the Initial Letter Sounds page of the Pre-Level 1 Card in front of the student.
- Explain that the student is to identify the first sound that the word for each picture makes.
- Point to the first image and tell the student that it is a monkey. Ask them what sound the word starts with, and if they can think of another word that starts with the same sound.
- Repeat for all of the images and record the student's responses in the checklist below.

Checklist

1. Student is able to identify the initial letter sound of the word and suggest another word that starts with the same sound.

monkey

word: _____

tiger

word: _____

sun

word: _____

fish

word: _____

balloons

word: _____

watch

word: _____

5. Sounds in Words

Instructions

- Sit with the student in a quiet area.
- Use the Sounds in Words page of the Pre-Level 1 Card.
- Tell the student they will be listening to different pairs of words and deciding how they sound together. If they know the concept of rhyme, ask them if they think the words rhyme. If they do not, ask them if they sound the same. Read each pair of words out loud.
- Place a tick in the appropriate box for each pair. You may wish to record any incorrect answers in the Comments column.

Checklist

| Word pair | Correct | Incorrect | Comments |
|-------------|--------------------------|--------------------------|----------|
| cat / mat | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| bed / red | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| run / bun | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| book / boot | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| home / name | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| ball / call | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

6. First Words List

Instructions

- Sit with the student in a quiet area.
- Place the First Words List portion of the Pre-Level 1 Card in front of the student.
- Tell the student you are going to ask them to read some words aloud.
- Place a tick in the appropriate box for each word. You may wish to record any incorrect answers in the Comments column.

Checklist

| Word | Correct | Incorrect | Comments |
|--|--------------------------|--------------------------|----------|
| CVC (consonant, vowel, consonant) Words | | | |
| sat | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| top | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| can | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| pig | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| ball | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| High-Frequency Words | | | |
| and | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| in | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| the | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| is | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| I | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| it | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| am | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| you | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Environmental Words | | | |
| STOP | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| no | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| go | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| look | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

7. Concepts about Print

Instructions

- Sit with the student in a quiet area.
- Select a Level 3 book from *PM Benchmark Literacy Assessment*.
- Give the book to the student. Tell the student you are going to ask them some questions about the book.
- Tick the sections successfully answered by the student and record responses in the Comments section.

Checklist

Teacher Prompts about the Book

Comments

| | | |
|---|--------------------------|-------|
| 'Show me the front cover of the book.' | <input type="checkbox"/> | _____ |
| 'Show me the back cover of the book.' | <input type="checkbox"/> | _____ |
| 'Where is the title?' | <input type="checkbox"/> | _____ |
| 'Show me where we start reading.' | <input type="checkbox"/> | _____ |
| 'Show me which way to go when we read.' | <input type="checkbox"/> | _____ |
| 'Show me the first word on the page.' | <input type="checkbox"/> | _____ |
| 'Show me the last word on the page.' | <input type="checkbox"/> | _____ |
| 'Where is the capital letter?' | <input type="checkbox"/> | _____ |
| 'Where is the small letter?' | <input type="checkbox"/> | _____ |
| 'What is this?' (full stop) | <input type="checkbox"/> | _____ |
| 'Show me how to turn the page.' | <input type="checkbox"/> | _____ |
| 'Listen to me read this page. Do the words that I say match the picture on the page?' | <input type="checkbox"/> | _____ |
| 'Show me where we finish reading the book.' | <input type="checkbox"/> | _____ |

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

Refer to the Teacher's Resource Book for recommendations for future development.